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GENEVA 1950

THE TEACHING OF HANDICRAFTS IN SECONDARY SCHOOLS

FROM INFORMATION SUPPLIED
BY THE MINISTRIES OF EDUCATION

Argentina, Australia, Austria, Belgium, Bulgaria, Burma, Canada, Ceylon, Chile, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Egypt, Finland, France, Holland, Honduras, India, Ireland, Israel, Korea, Lebanon, Luxemburg, Monaco, New Zealand, Norway, Panama, Persia, Peru, Portugal, Salvador, Sweden, Switzerland, Syria, Thailand, Turkey, Union of South Africa, United Kingdom, Uruguay, Yugoslavia.

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THE TEACHING OF HANDICRAFTS IN SECONDARY SCHOOLS

FROM INFORMATION SUPPLIED
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Argentina, Australia, Austria, Belgium, Bulgaria, Burma, Canada, Ceylon, Chile, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Egypt, Finland, France, Holland, Honduras, India, Ireland, Israel, Korea, Lebanon, Luxemburg, Monaco, New Zealand, Norway, Panama, Persia, Peru, Portugal, Salvador, Sweden, Switzerland, Syria, Thailand, Turkey, Union of South Africa, United Kingdom, Uruguay, Yugoslavia.

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FOREWORD

This volume is the second of two inquiries by the International Bureau of Education on the teaching of handicrafts.

The first was published in 1942, in the middle of the war, and the information concerning secondary schools proved so meagre that, despite its title—*L'Enseignement des Travaux Manuels dans les Ecoles primaires et secondaires*—it concerned primary schools almost exclusively.

For this, the second study, the International Bureau of Education has therefore limited research to the question of the place of handicrafts in secondary schools. Certain difficulties (referred to in the "General Survey") arose, when analysis of the replies to the questionnaire began, as the terms "handicrafts" and "secondary schools" had been interpreted in varying ways. The inquiry, nevertheless, has provided ample evidence of the rapid growth of handicrafts, and leaves no doubt that if, as seems possible, modifications in them are made, they will have more rather than less prominence in secondary curricula. It is thus reasonable to hope that the subject will continue to mediate between the work of the spirit and that of the body, and to be an unfailing spring of interest subtly influencing other subjects.

Deep thanks are due to the Ministries of Education replying to the International Bureau of Education questionnaire, and to all those members of the Bureau staff, whose advice and assistance have enabled us to complete our task.

Maddalena PAGANO

Research Division
International Bureau of Education

QUESTIONNAIRE ADRESSED TO THE MINISTRIES OF EDUCATION

I. Place assigned to the Teaching of Handicrafts

1. Do handicrafts figure on the curriculum of secondary (or post-primary) schools ?

2. If so, in which grades (forms or classes) are they taught and to pupils of what age ?

3. Is training in handicrafts optional or compulsory ?
In the latter case, is any examination set ?

4. How many hours per week are devoted to handicrafts in each grade (form or class) of the different types of secondary schools or in their different sections, and how are these hours distributed (in one uninterrupted period or in several short periods) ?

5. Are handicrafts taught as a separate subject or in correlation with other subjects (art, science, history, geography, literature, etc. and, in the case of girls, housecraft) ?

II. Aims of Handicraft Teaching

6. Have educational authorities issued instructions or recommendations defining the aims officially attributed to the teaching of handicrafts in secondary or post-primary schools ?

7. If so, what are they ?

III. Curriculum

8. Please give for each grade (form or class) a brief syllabus of the handicrafts taught, whether as separate subjects or as subsidiary to other subjects.

9. Is the curriculum identical for boys and girls ?
If not, in what respects does it differ ?

IV. Methods

10. Have official instructions or suggestions to teachers been issued concerning the methods to be used in the teaching of handicrafts ?
If so, what are the methods prescribed or recommended ?
If not, what methods are commonly used ?

11. Are exhibitions held, or competitions in handicrafts organised either between pupils or between schools ?
If so, what is their aim ?

V. Workroom Organisation, Premises, Equipment

12. Are there official instructions in relation to premises, equipment, materials and tools, etc. ?

13. When special premises and equipment are required, by whom are the expenses met ?

14. Who provides the materials used ? Do the pupils contribute to the expenses ?

15. What is done with the things made in school ?

VI. Teaching Staff

16. Are handicrafts taught by secondary school teachers who also give other instruction or by specialised teachers ?

17. What is the preparation given to handicraft teachers ?
Is further in-service training provided by refresher courses or otherwise ?

VII. Miscellaneous

18. Are any changes in the teaching of handicrafts contemplated in the near future ?
If so, what is their scope ?

19. Please furnish particulars of any interesting recent experiments carried out in the field of handicrafts.

20. Have any educational books on the teaching of handicrafts been published in your country within the last five years ?
If so, please give full bibliographical particulars.

21. Any further relevant information will be appreciated.

22. If possible, kindly send with your reply any relevant documents, such as reference books, textbooks, photographs, etc., which would figure usefully in the documentary collections of the International Bureau of Education.

GENERAL SURVEY

PLACE OF HANDICRAFTS IN THE CURRICULUM

Handicrafts now occupy an important and unchallenged position in secondary schools, thanks to their great value as an educational end and instrument.

Their conquest of primary schools, once activity methods had been adopted, was a foregone conclusion, but their entry into secondary education, with its long academic tradition, has proved more difficult.

The handicrafts inquiry published by the International Bureau of Education in 1942, covering the primary and secondary schools of thirty-seven countries, revealed clearly the welcome speed with which the subject had been received in the former, but provided little information about the latter.

The present inquiry concerns only secondary schools: of the forty-seven countries which have sent replies, thirty-eight now have handicrafts in their secondary curriculum, six speak of handicrafts in their primary and normal schools, and only three have replied quite negatively. These few figures suffice to show the advance made.

Secondary education, in fact, is in a period of experiment and transition. For long the preserve of those who had chosen a professional career, it is now being made available for an ever-increasing number of children. Top primary and lower secondary classes often differ little except in name. The difficulty of tracing the correspondences amid the multiplicity of terms used to describe "post-primary education" was one of the first problems to arise, when the analysis of the replies to this inquiry began. Some countries define the last years of compulsory schooling as primary, others as secondary; in yet other countries, top primary and lower secondary classes run parallel, children changing over from one to the other at different ages.

One objective of the present inquiry is to determine to what extent practical activities now form part of that particular level of education that, until yesterday, was in its essence academic. Wherever overlapping in the replies has occurred, therefore, only the data concerning this level, i.e., secondary education proper, have been considered. Four otherwise interesting replies (from the Dominican Republic, Peru, Uruguay, and the Catholic schools of Quebec), moreover, concerned primary education only, and have been simply mentioned, but not reported.

The term "secondary school" of the inquiry questionnaire has also been interpreted in the replies, in the sense of a school giving general secondary education, or simply of any school at secondary level. Due regard must therefore be paid to this difference.

Compulsion or Option

Whether a school subject is compulsory or optional is usually an essential factor in any estimate of the importance attached to it.

The fact, however, that handicrafts are only optional in the secondary schools of many countries, need cause no surprise, seeing that at this level the subject is still at an introductory and experimental stage. It is compulsory, if not for all sections and throughout secondary schooling, then at least for certain classes, in Argentina, Austria, Belgium, Ceylon, Chile, Denmark, Ecuador, Egypt, England and Wales, Honduras, Lebanon, Monaco, New Zealand, Norway, Panama, Persia, Portugal, Switzerland (Basel-City, Geneva and Neuchâtel), Syria, Thailand and Turkey.

Handicrafts are first compulsory and later optional, in the secondary schools of Canada (Ontario), Finland, France, Sweden, and the Union of South Africa (Transvaal). In India (West Bengal), this is a matter each school may decide for itself according to local conditions.

The subject is optional for boys and compulsory for girls, in Czechoslovakia, Luxemburg and Switzerland (Zurich).

In Australia, Canada (Alberta, British Columbia and Nova Scotia), Ireland, Switzerland (modern section, Neuchâtel), and the Union of South Africa, it forms one of a group of options ; having chosen one of these, a pupil is required to get a certain minimum mark in it to be promoted or to pass an examination.

Handicrafts and Examinations

Handicrafts would appear to be unsuitable as an examination subject.

The subject is, nevertheless, included in examinations, in Austria, Ecuador, England and Wales, France, Ireland, Norway, New Zealand, Persia, Syria, Thailand, and the Union of South Africa (Cape Province, Orange Free State and Transvaal). In Ecuador, it counts for as much as other subjects. In France it is an optional subject in the final examination of the first secondary cycle, and compulsory for the baccalaureate ; for girls domestic science is an optional test. In Switzerland (Geneva) too, handicrafts appear in examinations, at the domestic science school. In Ceylon, the subject does not form part of the examination proper, but an inspector gives the pupils a

test in it during the course of the school year. In Chile the demonstration of a skill or showing a piece of work done during the year takes the place of an examination.

In Persia, there is a test in needlework, the only craft taken by girls. In Switzerland (Zurich), handicrafts form an examination subject for girls, but not for boys.

Other replies make no mention of any examinations in handicrafts, leading one to presume, as is the case in Argentina, that the qualitative and quantitative assessment of a pupil's work is a matter for the judgment of the handicrafts teacher.

Length of Course

The following table compares the number of years during which secondary pupils take or may choose to take handicrafts, and their ages :—

Country	No. of Years	Ages
Argentina	3	12-16
Australia	5	11-17
Austria	2 to 6 according to type of school	10-16
Belgium	3	12-15
Burma	5	11-15
Canada :		
Alberta	3	—
British Columbia	4	13-17
Manitoba	3	12-16
Nova Scotia	6	13-18
Ontario	4	14-18
Saskatchewan	1	15-16
Chile	4	12-16
Czechoslovakia	8	11-19
Denmark	—	11-15
Ecuador	2 (boys), 3 (girls)	—
Egypt	2	12-15
Finland	6 to 8	11-19
France	6	11-18
Holland	—	13-18
Honduras	4	13-16
India :		
West Bengal	8	—
Madras	5	11-16 +
Central Provinces & Berar	7	11-17

Country (Cont.)	No. of Years	Ages
IRELAND	2	12-16
ISRAEL	—	14-17
KOREA	3	12-15
LEBANON	4	11-14
LUXEMBURG	7	12-18
MONACO	6	10-17
NEW ZEALAND	3	13-16
NORWAY	3	14-17
PANAMA	2	13-16
PERSIA	5	—
PORTUGAL	2	10-14
SALVADOR	3	14-16
SWEDEN	2 to 4	11-15
	(6 to 7, girls' communal school)	(11-18)
SWITZERLAND:		
Basel-City	4	11-14
Geneva	2	13-15
	(4, domestic sc. school)	(13-17)
Neuchâtel	4	12-15
Zurich	3	12-15
SYRIA	4	11-14
THAILAND	6	11-16
TURKEY	3	—
UNION OF SOUTH AFRICA:		
Cape Province	4	11-19
Natal	5	12-18
Orange Free State	—	14-18
Transvaal	5	12-18
UNITED KINGDOM:		
England and Wales	—	11-16

Classical sections ("sections classiques") take handicrafts in Belgium, France and Switzerland (Neuchâtel). Only girls in such sections take handicrafts in Monaco and Switzerland (Geneva).

Other than in Denmark (practical section only) and Ecuador (modern section only), it is to be presumed that handicrafts where taught are offered to pupils of all sections.

HOURS PER WEEK

The number of hours given per week to a school subject is another factor in an estimate of the importance attached to it.

From the replies received, it appears that secondary schools as a rule now devote to handicrafts from one to three hours a week.

Headmasters are free in some cases to adapt the number to local conditions.

Four hours a week are given to the subject in Australia, Austria, Canada (Manitoba), Denmark, Panama and the Union of South Africa (Transvaal); half a day in England and Wales; five hours in Canada (British Columbia); ten hours in Canada (Nova Scotia); and four hours or more in the case of girls, in Ecuador, India (West Bengal) and Switzerland (Basel-City and Zurich).

In some countries, there are special sections or schools at secondary level, with a more practical bias than the secondary schools proper. Handicrafts form one of the main subjects in these sections and schools, and occupy an important place in the weekly time-table. In Belgium, for example, in addition to the classical and modern sections, there is a pre-vocational section in which handicrafts are taught for six to nine hours a week.

In the domestic science sub-section of girls' secondary schools in Luxemburg, needlework replaces Latin, and eight hours a week are devoted to it. The domestic science school in Switzerland (Geneva) reserves twelve to twenty-six hours a week for practical work.

In France, much more importance is attached to handicrafts in the recently established "new classes" than in the traditional secondary classes, two and a half hours as compared to one hour a week being devoted to them. A pupil, moreover, who chooses the industrial techniques section, after his four years of "orientation" in such classes, will have to devote five hours a week to practical work.

Handicrafts as a Separate Subject

Handicrafts form a separate subject in the majority of countries covered by the present inquiry.

Two countries where this is not the case are Luxemburg, handicrafts for boys there consisting of the optional practical work in connection with chemistry and other science subjects, and Yugoslavia, where technical, practical work is deemed to be part of all secondary education, the basis, in fact, of education in general.

In some countries, handicrafts form one of a group of related subjects. Examples of such groups are the vocational, art and science courses in Australia, art education in Honduras, technical design in the Union of South Africa (Natal), arts and crafts in Canada (Alberta and British Columbia), and the practical work for boys in Turkey.

In those countries where domestic science is taught, needlework usually forms part of it and represents the only form of craft work done by girls.

It is also worthy of note that, although handicrafts are mostly treated as a separate subject, almost everywhere an endeavour is made to link the subject with other subjects, science in particular,

and with all forms of practical work. A good many of the replies insist that it is through such articulation that handicrafts can fulfil one of its main aims—the aim of serving other subjects as a means whereby their content may be made concrete.

AIMS

In the light of the replies and documents received from the various educational authorities, handicrafts may be said a) as a separate subject, to pursue their own educational or utilitarian aims, or b) as an ancillary subject, to pursue the aims of education as a whole.

Educational Aims

Character Training

Practically every country replying to the inquiry agrees that the prime aim of handicrafts may be given in terms of their educational value. The subject is accorded an essential part in the forming of character and the education of the will. It demands attention, concentration, perseverance, accuracy and method, and creates habits of orderliness, neatness, precision, and foresight. It is, in a word, a very thorough discipline of work. "Through handicrafts," states the reply from Czechoslovakia, "children should gain power . . . to work conscientiously and be ready to assume responsibilities."

A French ministerial circular of 1945, referring to the setting up of the "new classes," speaks of the subject in the following way: "Handicrafts have been introduced above all on account of their very high educational value. Their aim is not merely to develop manual skill. They must also foster a child's powers of imagination, observation and initiative, and develop his liking for work well done, his accuracy and his taste. They must, in short, play an important part in his intellectual and moral upbringing."

In doing handicrafts, a pupil is faced with a series of concrete problems calling for solution, and thus for initiative and a practical sense. These are two qualities which most of the countries consider the subject should foster.

Developing Wholeness

Numerous replies speak of handicrafts as being a factor making for wholeness and balance in adolescents' intellectual and physical education. Brain and hand are complementary, and the use of both is deemed a necessary part of full development. "Modern educationists," runs some instructions quoted in the reply from France,

" recognise the paramount need of developing all facets of a child's activities, not merely the intellectual ones . . ."

It is thus clear that handicrafts are expected to counteract education of too academic a kind.

Social Training

Some countries, Canada (Manitoba and British Columbia), Norway, Switzerland (Basel-City) and Turkey in particular, have emphasised that workshop activities encourage team spirit and friendliness, and so prepare a child socially, leading him to be ready to cooperate and help.

Handicrafts are expected to lead children to admire and esteem manual work, in Canada (Manitoba), Czechoslovakia, Egypt, Finland, India, Norway, Sweden and Turkey, and to give them, in the words of the Argentinian reply, " a respect for work as being individually a discipline and socially a duty."

Artistic, Creative Training

It is also felt in many countries that handicrafts should develop an awareness of beauty. Almost without exception official instructions and suggestions mention the power of the subject to foster a child's aesthetic sense and his taste. " Handicrafts," states the reply from Switzerland (Neuchâtel), "satisfy an inborn need for creative activity, which, if carefully dealt with, brings to life the most varied faculties . . ."

As art media, handicrafts enable a child to express and cultivate his creative powers; it is generally recognised that he should be given every opportunity for activities of this kind, and that his originality and need for freedom and spontaneity should be respected.

Utilitarian Aims

School and Vocational Guidance

So far as secondary schools are concerned, handicrafts are evidently not intended to be a form of vocational training. This is clearly stated in the replies from Chile, Denmark, Switzerland (Neuchâtel), and the Union of South Africa (Cape Province and Transvaal). Purely vocational schools, moreover, were not covered by the International Bureau of Education questionnaire, and do not come within the scope of the inquiry.

Manual activities, however, obviously lead to the discovery of individual propensities and aptitudes, and thus render invaluable service in respect of vocational guidance. The reply from Chile, for example, states that the subject, through its diversity, should provide adolescents " with innumerable opportunities of creative

activity and of expressing their tastes and inclinations, and thus of revealing their abilities to the teacher, who will then be better able to supervise and guide them."

The same idea comes in many other replies. That from France insists that handicrafts, above all in the " new classes," are expected to serve, " not only as an instrument of general education, but also as a means of guiding pupils entering on secondary education towards the subjects and specialist section that most suits them." In the first and second of the " new classes," the subject should thus " show a pupil the direction of his abilities," and in the third and fourth, " enable him to decide whether or not to choose the introductory course on industrial crafts."

Other Practical Aims

All the countries replying to the inquiry attach great importance to the acquisition of manual skill, and regard it as being essential for the everyday life of the adult. A pupil should therefore learn to be a handyman, able to use tools and make simple objects in common use, efficiently and by himself. Many of the handicrafts syllabuses also emphasise that things made should not only represent practice in skills, but should also be of real use in themselves.

Sometimes local circumstances are such that the educational authorities are inspired to include helping to improve economic conditions among the practical aims of handicrafts.

Official instructions in Ecuador, for example, are based " on the need to make better use of the country's natural resources," and therefore emphasise that handicrafts " should familiarise children with the raw materials to be found in the locality, train them to do useful work with a minimum of means, and enable them to employ tools and machines." The Ceylon government, again, regards the proposed introduction of crafts into a senior public examination as a means of helping to solve the problem of the present dearth of craftsmen. In Canada (Manitoba and Ontario), knowledge of various trade crafts is regarded as a means of " consumer education."

It is thus clear from the above examination of handicrafts as a subject in its own right, that its aims are essentially educational, but its practical, utilitarian uses are nevertheless given due weight.

Aims of the Feminine Crafts

The aims considered above are common to the crafts pursued by both boys and girls. The purely feminine crafts, more especially domestic science, have in addition the specific aim of making girls aware of, and enabling them to meet, their duties in the home. The various domestic science subjects taken by girls in Luxemburg, for example, are intended to prepare them " to fulfil intelligently their future tasks as wife, mother and housekeeper."

Aims of Handicrafts as Ancillary Subject

It has already been noted, in considering the attempt to link handicrafts with other subjects, that they are highly valued as a means of presenting the content of other subjects in a concrete form. A circular of the Argentinian Ministry of Education, for example, stipulates that handicrafts "should be an instrument of illustration and demonstration for all subjects, a necessary complement to intellectual activity ..." This attitude is endorsed by the vast majority of the countries replying to the International Bureau of Education questionnaire.

From their very nature, certain subjects reap especial benefit when their content and theory take concrete form. The science subjects (physics, chemistry, biology, etc.), with their demand for experimental work, fall into this category. Geography too, profits greatly from the making—under whatever heading—of maps in relief, and geometrical solids. In Belgium, the reply from that country indicates, the geometry and mathematics teachers inform the handicrafts teacher "of what, with his help, they would like the pupils to do."

SYLLABUSES

Content

Some countries have given full details in their replies, of their handicrafts syllabuses for secondary schools, others have sent merely a summary.

The following table indicates the various crafts taught to boys and to girls in each country :—

Country	Boys	Girls
Argentina	Bookbinding, Woodwork	Needlework, Domestic Science, Bookbinding
Australia	Woodwork, Metalwork, Farm Mechanics	Needlework
Austria	Stencilling, Lino-cutting, Cardboard Work, Bookbinding, Modelling, Woodwork, Metalwork, Gardening	Needlework
Belgium	Cardboard Work, Modelling in the Round, Woodwork, Metalwork	As for boys

Country (cont.)	Boys	Girls
BURMA	Woodwork, Metalwork, Cane and Bamboo Work	Needlework, Weaving, Pottery
CANADA:		
Alberta	Leather Work, Pottery, Stage Art, Art Metalwork, Art Woodwork	—
British Colombia	Woodwork, Metalwork, Modelling (clay and soap), Photography, Costume and Poster Design	—
Manitoba	Cardboard Work, Bookbinding, Leather Work, Lino-cutting, Woodwork, Metalwork	Needlework, Weaving
Nova Scotia	Woodwork, Metalwork	—
Ontario	Modelling, Wood- and Soap-carving, Stage Art, Textile Printing, Pottery, Weaving, Carpet Making, Bookbinding, Metalwork	Certain Art Courses as for boys; Needlework
Saskatchewan	—	Hobbies: Leather Work, Embroidery, Shell Work
CEYLON	Woodwork (and occasionally Basketry, Leather Work, Metalwork)	Weaving
CHILE	Cardboard Work, Bookbinding, Woodwork	Needlework
CZECHOSLOVAKIA	Gardening, Woodwork, Models, Car-driving, Cooking, Tailoring (in "work groups")	As for boys; Needlework, Domestic Science
DENMARK	Woodwork ("Sløjd")	—
ECUADOR	Bookbinding, Geometrical and Geographical Modelling, Work on Natural Resources	Domestic Science
EGYPT	Fretwork, Metalwork, Modelling, Pottery, Bookbinding, Leather Work, Weaving, Carpet Making	Needlework
FINLAND	Cardboard Work, Woodwork (incl. Woodcarving), Metalwork, Making Model Aeroplanes, Physics Apparatus, etc.	Needlework

Country (cont.)	Boys	Girls
FRANCE	Cardboard Work, Woodwork, Metalwork, Assembling Machinery, Installing Electric Light	Needlework, Domestic Science, Child Care
HOLLAND	Cardboard Work, Modelling, Woodwork	As for boys
HONDURAS	Modelling, Weaving, Basketry, Woodwork, Metalwork, Bookbinding, Soapmaking, Brushmaking, Pottery, Tanning, Preserving	Needlework, Tailoring, Millinery, Flowermaking
INDIA:		
West Bengal	Cardboard Work, Modelling, Woodwork	Needlework
Madras	Gardening, Agriculture, Woodwork, Weaving	Domestic Science
Central Provinces and Berar	Modelling, Cardboard Work, Basketry, Weaving, Woodwork, Metalwork	Needlework, Domestic Science
IRELAND	Woodwork, Tree Study	—
ISRAEL	Cardboard Work, Woodwork, Metalwork, Electricity	Needlework, Weaving, Domestic Science
KOREA	Woodwork, Bamboo Work, Metalwork, Machinery, Use of Plaster and Cement	As for boys
LEBANON	Copper Work, Electrical Installation	Needlework
LUXEMBURG	Science Apparatus, Classroom Decoration	Needlework, Domestic Science, Child Care
MONACO	Cardboard Work, Woodwork, Metalwork	Needlework, Domestic Science, Child Care
NEW ZEALAND	Woodwork, Metalwork, Leather Work, Bookbinding, Weaving, Carpet Making, Block Printing, Pottery	As for boys; Needlework
NORWAY	Cardboard Work, Woodwork, Metalwork	Needlework
PANAMA	Cardboard Work, Modelling, Woodwork, Metalwork	Domestic Science
PERSIA	—	Needlework, Domestic Science

Country (cont.)	Boys	Girls
PORTUGAL	Modelling, Cardboard Work, Felt-work, Woodwork, Lino-cutting, Models	As for boys (except Models)
SALVADOR	Apparatus, Cardboard Work, Bookbinding, Woodwork, Metalwork	As for boys
SWEDEN	Woodwork, Metalwork, Book-binding	Needlework
SWITZERLAND:		
Basel-City	No fixed syllabus	Needlework
Geneva	Cardboard Work, Woodwork, Metalwork	Needlework, Domestic Science
Neuchâtel	Woodwork (incl. Woodcarving), Metalwork	Cardboard Work, Raffia Work, Basketry, Leather Work
Zurich	Modelling, Woodwork (incl. Woodcarving), Metalwork	Needlework
SYRIA	—	Needlework, Domestic Science
THAILAND	Bamboo Work, Modelling, Woodwork, Gardening	Needlework, Work with Banana Leaves, Candle-making
TURKEY	Cardboard Work, Woodwork, Metalwork, Modelling, Weaving	Needlework, Domestic Science, Child Care
UNION OF SOUTH AFRICA:		
Cape Province	Woodwork, Metalwork	Needlework
Natal	Woodwork, Metalwork, Book-binding, Spinning, Weaving, Modelling, Lino-cutting	Domestic Science
Orange Free State	Woodwork	Needlework
Transvaal	Woodwork, Metalwork	Needlework, Domestic Science
UNITED KINGDOM:		
England and Wales	Woodwork, Metalwork, Book-binding, Block Printing, Textile Printing, Pottery, Plastics	As for boys (except Woodwork and Metalwork); Needlework

The above table clearly shows that cardboard work, clay modelling, woodwork and metalwork are the most widely taught crafts, followed by bookbinding, weaving, pottery and leather work.

The influence of geography is to be traced in the choice of some crafts and some of the materials used. In Burma, Korea and Thailand, for example, bamboo work is done by boys, in Saskatchewan girls use shells, in Egypt weaving includes carpet making, in Portugal boys make models of sailing ships, in Thailand girls work with banana leaves, and make candles, and in Canada (British Columbia and Ontario), soap is used as material for modelling and carving.

Teachers are not always required to follow the official syllabus rigorously. They are in many cases free to choose the kind of work best suited to local conditions or their pupils' abilities and interests. They have this measure of freedom in, for example, Austria, Chile, England and Wales, India (Central Provinces and Berar), and Switzerland (Neuchâtel). In Australia, Ecuador, India (West Bengal), Ireland and Switzerland (Basel-City and Zurich), the choice is made, not by individual teachers, but by the staff as a whole, the headmaster, or the local educational authority.

The reply from Austria stresses that, while its syllabuses are detailed, it is not necessary for every object mentioned in them to be made, but that it is in fact better for children to " concentrate on some of them, rather than attempt to do them all superficially, with a consequent loss of thoroughness and educational value ". Similarly, the complete list of basic exercises contained in the Chilean syllabus are advanced only as suggestions.

In the considerable number of documents accompanying the replies to the questionnaire, the following general principles stand out in regard to the sequence of craft work :—

a) The theory of raw materials (source, preparation, industrial uses) and mechanical processes often precedes or goes hand in hand with practical work.

b) Work almost invariably begins with the drawing of plans, projections, elevations, etc., which thus forms an integral part of the handicrafts syllabus in many countries.

c) The use of tools is taught by means of preliminary exercises, and the things made represent the application of these exercises.

d) Things made are practically always of real use.

Differentiation according to Sex

In the majority of countries, the only forms of craft work done by girls appear to be needlework and domestic science.

The exceptions, however, are sufficiently numerous, as will be seen from the above table, to indicate a tendency to introduce other crafts for girls. In Burma, Canada (Manitoba), Ceylon, Honduras, Israel, Switzerland (Neuchâtel), and Thailand, for instance, girls are taught handicrafts proper that, while different from those taught to the boys, are nevertheless quite outside the framework of needlework and domestic science.

In Argentina, Canada (Ontario), and Portugal, certain crafts in the syllabus are taught to boys and girls alike, and in Belgium, Korea, New Zealand, Salvador and Czechoslovakia, this is the case —needlework apart—for all crafts in the syllabus. In Czechoslovakia also, the " work groups " whereby instruction in handicrafts is given, are common to both sexes.

In Turkey, certain tasks being of interest to all members of a household, boys occasionally take part in the work the girls are doing, and for their part the girls find much of use to a good housekeeper in the boys' activities.

The lack of any special mention of feminine crafts in some of the replies is probably due to the term " handicrafts " being interpreted in terms of the handicrafts proper.

Needlework and Domestic Science

The syllabuses of the feminine crafts show more uniformity than those of the handicrafts proper, which were introduced more recently into the schools.

Needlework in the secondary curricula generally covers hand and machine sewing, knitting, embroidery, cutting out, dressmaking and designing patterns. Renovating and mending old clothes are also deemed important activities in most countries.

Domestic science mainly covers cleaning and upkeep of the home, clothes and linen, cooking and child care.

Further details of feminine crafts may be found in another inquiry of the International Bureau of Education, published under the title : " L'Enseignement ménager dans les écoles primaires et secondaires."

METHODS

Suggestions to handicrafts teachers in secondary schools have been drawn up by the educational authorities of Argentina, Belgium, Canada (Nova Scotia and Ontario), Ceylon, Chile, France, Ireland, Norway, Portugal and Switzerland (Neuchâtel). They are mostly published with the official syllabuses, and their purpose is to make the teaching of handicrafts conform to modern educational ideas,

rather than to advocate any given method. Even in countries where formal recommendations of this kind do not yet exist, an endeavour nevertheless appears to be made to follow "activity" principles.

Examples are given in the following passages, taken from the replies themselves, and representing the tenor in this respect of almost all of them.

The reply from France quotes the following passage from a ministerial circular: "Each exercise should be complete in itself, and capable of satisfying a pupil's desire to do useful work and of arousing his interest... The handicrafts teacher, however, should not lose sight of the main objective: the technical, intellectual and moral training of his pupils. With this end in view, he should give numerous experimental demonstrations, in which his pupils actively participate. He must secure tools enabling his pupils to grasp and understand their principles and mode of action and to study the true bases of craftsmanship."

In Belgium, according to a Ministry of Education pamphlet on the recent school reform, the handicrafts teacher "is expected to behave at school as he would in a workshop, and should not aim solely at getting a thing made but should rather direct the work by showing how it may be done..." He should also give special attention "to the children's muscular reactions to the materials they are working on, and their facility with tools..."

The official handicrafts syllabuses for Switzerland (Neuchâtel) contain the following suggestions as to methods:—

"The course should neither be the training of apprentices, nor mere odd-jobbing; it should be systematic and rational. Before work of any kind is begun, the teacher should discuss with his pupils the precise function of the object they are going to make, and the question of form, dimensions and materials. Whenever possible, careful plans and elevations should be drawn. Pupils should be regarded as persons about to construct something intelligently and prudently. As their skill grows, they should be given increasing freedom to choose their own forms, dimensions, materials, and objects to make, the teacher becoming more and more a guide and counsellor.

"Advantage should be taken of every opportunity to teach pupils the properties and characteristics of the materials used, and to develop their taste for good material and work well done.

"As the work proceeds, the teacher should tell his pupils the name, function and proper use of each tool. He will ensure that any work proposed does not overtax the strength of the pupils, paying attention in woodwork, for example, to the hardness of the wood used, and the size and weight of the tools. He must remember that if he teaches a technique prematurely, his pupils will be discouraged, and that if he gives them work which is too easy, they will become bored and cease to persevere."

Practically all the replies mention or imply the constant need to respect each child's individual initiative and originality, without forgetting, in the Argentinian phrase, that "A free act is not just any act".

In Finland, more and more attention is being given to the problem "of reconciling practical and aesthetic necessities", and students are encouraged "to find solutions taking account of both kinds". In Canada (Manitoba), pupils are given instruction cards showing how the work should be done; handicrafts films are used too. Instruction cards are also used in the Union of South Africa (Orange Free State).

In Denmark, each model made in the course of the basic exercise must bare the trace of the particular tool being practised, and may therefore not be painted. In India (Central Provinces and Berar), errors of workmanship should not be hidden by painting.

The project method is being increasingly adopted in Australia (more advanced schools having all pupils working on class or school projects) and Korea.

In some countries, advice and recommendations as to method are given by the handicrafts inspectors. In Israel, questions of method are discussed at teachers' conferences.

An endeavour is usually made to reduce the number of pupils per class. Pupils in Finland are grouped for handicrafts according to their ability, even if they come from two different classes.

The method most widely adopted in Denmark, the "sløjd" of Aksel Mikkelsen, merits special mention. It forms a veritable technical alphabet for the teaching of handicrafts; regularity of movement, firmness of hold, and posture are carefully analysed in relation to the appropriate exercise for each tool. Tools are so constructed as to permit the alternate use of each hand and thus exercise both sides of the body and develop ambidexterity. Details of books on this method are given in the "Miscellaneous" section of the reply from Denmark.

Handicrafts exhibitions are organised periodically (as a rule once a year) in the schools of almost all countries replying to the present inquiry, with the object of showing the public the work that is being done, and of arousing the interest of the pupils. Every capital city and many country towns in Australia hold an annual show with sections on handicrafts. Besides the schools, the Ministry of Education in Egypt arranges local and national exhibitions, and the youth movements do so in Persia and Portugal.

Handicrafts competitions are for the most part viewed with less approval.

PREMISES AND MATERIALS

Relatively few of the countries mention definite official instructions concerning handicrafts premises and materials. Those which do, are Argentina, Belgium, Canada (British Columbia), Ceylon, Czechoslovakia, Denmark, England and Wales, Finland, Honduras, India (West Bengal), Ireland, Norway, Sweden, Switzerland (Zurich), and the Union of South Africa. Of the rest, some have no instructions of this kind or at least make no mention of them.

In all the replies, however, sufficient details are given, or may be gleaned from the syllabuses, to make it possible to form some picture of how the problems of premises and materials are dealt with in practice in each country.

Premises

The introduction of handicrafts into secondary curricula has involved considerable expenditure for the installation of workshops. The difficulties have been fully overcome in some countries. The replies from Egypt, Ecuador, Panama, Salvador and Sweden, on the other hand, indicate that existing facilities for handicrafts are inadequate, and that ways and means for making up the deficiencies in as short a time as possible are being considered. In Argentina and Belgium, provisional instructions have been drawn up to enable the new syllabuses to be put into operation with the means now at the disposal of schools, and thus to cover the period of transition before complete equipment is available.

As a general rule, the costs of installation in connection with handicrafts are defrayed by the government (or its ministry or department of education).

In a few countries—Canada (British Columbia, Manitoba and Ontario), Czechoslovakia, Israel, Luxemburg, and Switzerland (Zurich)—such costs are shared between the government on the one hand, and the local education authorities, municipalities or schools themselves on the other. In India, they are also shared in this way in the case of non-government schools.

Installation costs are met by the provincial authorities in the Union of South Africa, by the schools themselves in Korea and Sweden, by the municipal authorities in Holland, Norway and Switzerland (Neuchâtel), and out of each school's ordinary budget, augmented if need be with special grants from the municipality or Ministry of Education, in France.

The Ministry of Education in Ireland makes special grants in respect of handicrafts, for each class. Some industrial organisations in Australia make equipment grants or allow the use of special

equipment from time to time. In Austria, voluntary contributions towards installation costs are made by the parents' associations and other donors, and occasionally by the students themselves.

Special instructions concerning workshop conditions (dimensions, equipment, lighting, sanitation, security, etc.) have been issued in Argentina, Belgium, Canada (Manitoba), Denmark, Sweden and Switzerland (Zurich).

Materials

Three ways of defraying the costs of materials are discernible in the replies :—

a) Materials are supplied free to pupils. This is the system adopted in Australia, Burma, Canada (British Columbia), Ceylon, Egypt, Ecuador, Finland (boys only), France, Holland, India (West Bengal, government schools—at non-government schools, materials are paid for by the local education authorities, with a contribution in some cases from the pupils ; Central Provinces and Berar), Israel, Norway, and Switzerland (Basel-City, Geneva—boys only, and Neuchâtel).

b) Pupils are required or allowed to contribute towards the costs of materials. This is the case in Argentina, Belgium, Canada (Nova Scotia and Ontario), Chile, India (Madras), Monaco, New Zealand, Switzerland (Zurich), Turkey, and the Union of South Africa (Transvaal).

c) Pupils are required to pay the entire costs of materials. Such is the system in Canada (Manitoba and Saskatchewan), Finland (girls only), Honduras, Korea, Lebanon, Luxemburg (girls only), Persia (girls only), Salvador, Sweden (girls only), Switzerland (Geneva—girls only), Thailand, and the Union of South Africa (Natal).

In the Union of South Africa (Cape Province), the Department of Education provides timber on a basis of ten square feet for woodwork, and makes a grant of 12s. 6d. for metalwork, per boy per annum, any requirements in excess of these bases of supply being purchased by the boys at their own expense. As to the girls, most of the garments they make in the needlework classes being for their own use, they have to supply the materials required, such items as needles and cotton, however, being supplied free by the Department. In the Orange Free State, pupils contribute indirectly to the expenses by buying the articles they make. In Czechoslovakia, and England and Wales, pupils pay for the materials needed for articles they wish to keep.

Disposal of Articles Made

Articles made in handicrafts classes generally remain the property of the pupils.

In a few countries, they are sold after being exhibited, the proceeds helping the school to cover the costs of materials, or being given in part to the pupils, or, as in Panama, paying for maintenance and improvements.

In Austria, Chile, Czechoslovakia, France, and Switzerland (Geneva and Zurich), pupils work wholly or partly for the benefit of charitable or social aid organisations.

Objects that may serve as models or teaching aids, are sometimes kept by the school.

STAFF

The teaching of handicrafts, above all at secondary level, demands special technical knowledge, and (given the essentially educational aims of the subject) thorough teacher training. Ideally speaking, therefore, handicrafts teachers should be qualified both technically and professionally.

Time must elapse, however, before all such teachers are qualified in these two ways. It has already been noted that a similar problem arises in relation to premises. In many countries the introduction of handicrafts into the secondary curricula cannot be made wholly effective until the supply of premises and qualified teachers is adequate.

Different ways of meeting the more or less transitional lack of qualified teachers, have been found.

One way, followed in India (Madras, and Central Provinces and Berar), and Switzerland (Geneva and Zurich), is to organise supplementary technical courses for trained teachers. In the Union of South Africa (Cape Province and the Orange Free State), students wishing to take up handicrafts are required to take a one-year specialist course after their teacher training course. In Austria, there are technical and practical further training courses at the academy of plastic arts in Vienna. In Holland, class teachers themselves in most cases teach handicrafts, after obtaining the necessary official permission.

Further training courses in handicrafts, organised for secondary teachers, and taking place in the holidays, also go some way towards meeting the need for both technical and professional qualifications.

Certain countries mention supplementary technical courses in their replies, but give insufficient details as to what degree of preliminary teacher training is required.

In Australia, Ceylon, Egypt, India (West Bengal), New Zealand, Panama and Thailand, it is common practice to appoint diploma students from industrial, arts and crafts, and other specialist schools, to teach handicrafts. Handicrafts teachers for Argentinian secondary

schools are to receive the same training as teachers for the vocational and technical schools.

In Canada (Ontario), England and Wales, Finland, France, and the Union of South Africa (Natal), craftsmen are sometimes appointed to teach handicrafts at secondary level. There are special courses for them in England and Wales; in Finland they are required to have a certain minimum of teacher training, and in France to pass a preliminary test.

In Austria, England and Wales, France, and Switzerland (Basel-City), general secondary teachers who have taken handicrafts as a special option in their diploma examination, may be appointed to teach the subject.

In Switzerland (Neuchâtel), handicrafts are usually taught by specialist teachers who have passed a certificate examination that includes a test of their teaching ability, but they are not required to possess a teacher's certificate.

It is of particular interest that there are two special training centres for handicrafts teachers in Denmark, which all normal school students wishing to specialise in the subject must attend. In Norway, similarly, a national school of handicrafts and drawing was established in 1938.

In some countries, facilities for specialist training do not yet exist, and handicrafts are then taught by class teachers with ability and liking for the subject.

MISCELLANEOUS

Recent or Proposed Reforms

Reference has already been made to the fact that secondary education is almost everywhere passing through a period of experiment. The replies to the present inquiry give evidence that this is especially the case in regard to handicrafts, a relatively new subject at this level, and modifications in the way it is taught have already been made or proposed.

Almost without exception the replies giving details of modifications, agree that handicrafts teaching will become of greater importance and be given more time in the secondary curricula. Austria, Burma, Chile, Ecuador, Holland, Israel, Panama, Salvador, Switzerland (Zurich), and the Union of South Africa (Natal) have sent replies to this effect. In three of these countries—Israel, Salvador, and Switzerland (Zurich)—the school authorities propose to change the subject from an optional into an obligatory one. In recognition of their value, the government of Ceylon plans to include handicrafts in public examinations.

Argentina, Belgium, Czechoslovakia, Egypt, France, India, Norway, Portugal, and Switzerland (Geneva and Neuchâtel), have recently made reforms giving handicrafts an important place in secondary schools, and in consequence the subject in these countries is rapidly developing.

One important recent or planned innovation is the setting up of a practical section parallel to the classical, scientific and modern sections of the secondary schools. There are, for example, the pre-vocational section in Belgium, the technical section in Egypt, and the " new classes " in France. A similar section is planned in Burma for the final years of post-primary education ; the " Mobile Plan " is under consideration in Chile, whereby a number of crafts would be introduced into the third secondary year ; Zurich in Switzerland is now studying its new draft education act setting up a special secondary section to be called the " Werkschule ".

Mechanical and applied arts will be introduced into the third, fourth and fifth classes of secondary schools in Egypt, at the beginning of the school year 1950-1951.

In India (Central Provinces and Berar), and the Union of South Africa (Orange Free State), secondary education as a whole is being reorganised, and handicrafts teaching will certainly be extended.

Periodicals devoted exclusively to school handicrafts are published in Denmark, Israel and Switzerland.

From the various sections of this general survey, it is thus gratifyingly evident that the educational value of handicrafts is recognised, and the importance of the subject is growing. It will be recalled, however, that advance hinges on the solution of the two problems already mentioned : adequate supply of qualified teachers and provision of suitable premises. These appear to be the focal points for the endeavours of the educational authorities.

ARGENTINA

From the reply sent by the Ministry of National Education

Place of Handicrafts in the Curriculum

Intermediate education in Argentina begins after six years of primary education, and all sections of it have a basic three-year course (the so-called *ciclo básico*), and a senior three-year course leading up to the baccalaureate.

Both pupils who will later sit for the baccalaureate and those who will continue their studies at a normal school, take this basic course, when they are from twelve to sixteen years of age. Handicrafts are compulsory, and given for two hours a week. There are no examinations, however, in the subject, the teachers themselves evaluating and marking the work done. The subject is a separate one for boys, but forms an integral part of domestic science for girls.

After the basic cycle, handicrafts come only in the teacher training section, and are therefore not dealt with in the present study, the inquiry on which it is based not covering teacher training. For the same reason, the regional normal schools are also not dealt with here, although they form part of intermediate education and give a great deal of attention to handicrafts.

Aims

The Ministry sent a circular (No. 82, dated July 31st, 1948) to all schools concerned, when handicrafts were introduced into the new curricula. It stipulates that handicrafts should be an instrument of illustration and demonstration for all subjects, a necessary complement to intellectual activity, and a means of expressing and satisfying a real need. What is of hardly less importance, handicrafts should serve, moreover, to reveal the value of work and to foster a sense for what is beautiful.

The instructions accompanying the official syllabus also contain recommendations touching the educational value of the subject. Teachers should train their pupils in habits of order, neatness and accuracy—habits they will need to possess, whatever their eventual position in life—and give them a respect for work as being individually a discipline and socially a duty.

Syllabuses

Boys do one hour's carpentry and one hour's bookbinding a week, girls one hour's bookbinding (with the same syllabus as the boys) and one hour's domestic science.

The first year of carpentry, taken only by boys, covers simple work such as making a ruler, a sink stand and other easy things. Teachers are recommended to grade the difficulties according to the pupils' ability. Pupils' learn the different kinds of wood: deal, beech, walnut, oak, cedar, etc.

In the second year the things become more difficult to make: a coat-hanger, a tray, a box with or without lid. Pupils study the source and uses of the commonest kinds of wood, more especially those found within the country and those used in industry.

In the third year pupils begin to tackle more important objects: a picture frame, a simple cupboard, model aeroplanes; they study indigenous woods and their uses in industry and commerce, and the relationship between transforming raw materials and technical progress. Throughout the three years, pupils are free to make things of their own choosing *(modelos libres)*.

In bookbinding pupils begin in the first year by applying the cardboard work that they first did at the primary school, and then go on to making covers for exercise-books and binding magazines. In the second year they begin the assembling of separate pages and sewing cloth and half-cloth, and proceed in the third year to more difficult work on restoring books.

The bookbinding syllabus is completed with an elementary study of writing before the invention of printing, documents carved on stone, the conserving of parchment, etc., and with free work chosen by the pupils themselves and involving the use of local materials. In addition to these two specific activities in the syllabus, other activities, more closely concerning local industry and the upkeep of a home, are recommended, such as repairing electric lights and locks, soldering, wall-papering, attending to garden and bee-hive, etc., account being taken of individual interests.

Domestic science, taken by the girls, is divided into a) dress-making, for the first year (making a skirt, bodice, blouse, dress; elements of clothing, altering, using a sewing machine, mending); b) nutrition, in the second year (foods and their nutritive value and preparation; how to tell when food is bad; diets suiting various states of health; preparing simple, economic meals); c) the home, in the third year (a woman's role in a home; hygiene, accidents and first aid; child care; household budgets and accounts; cleanliness and upkeep; rural homes and ways of checking the flight to the towns; a woman's activities in and outside the home; altering, mending, etc.).

Methods

The circular mentioned above and the explanatory notes in the syllabuses contain numerous recommendations on methods. Principal emphasis is laid on the need to set up a close relationship between workshop and class activities, between manual and intellectual pursuits. The making of any object should be preceded by scale drawings, and estimates of cost and selling price, wear and tear of tools, etc., and followed by criticism from oneself and others. The teacher should not intervene in the making, his task being to direct and control without stifling or deforming a pupil's initiative. If circumstances permit, greater freedom should be allowed the more gifted children, leaving the teacher more time for the others. A complementary theoretical part of each item in the syllabus deals with the raw material used, its sources and uses, and the history of various occupations.

Exhibitions have been organised in order to interest parents in what their children are doing at school, on the initiative of some of the secondary schools; no exhibitions or competitions, however, have so far been arranged under official auspices, handicrafts having been introduced only recently into the curriculum.

Premises and Materials

The circular mentioned above also contains provisional instructions allowing for the putting into operation of the new syllabuses with the means now at the disposal of schools, without waiting for the arrival of complete equipment. A more recent circular (December 1949) gives even more precise instructions on the best ways of using available premises and materials in the period of transition. The school authorities are giving great attention to solving as rapidly as possible the problems set by the new syllabuses in regard to premises and equipment.

The government defrays all costs of installation and materials, although gratefully accepting contributions from pupils and parents towards the latter. Children in principle own the things they have made, but generally give them to the school if they are of use to it, especially if they concern local industry.

Staff

Handicrafts are taught by drawing or handwriting teachers with the necessary technical ability, or by special teachers with a diploma from a vocational or technical school.

During the first year of the introduction of handicrafts into a school, further training courses are organised for teachers already

in service. The special teachers are to be trained in the same way as the teachers of the vocational and technical schools and the higher schools of domestic science.

Miscellaneous

Handicrafts having been only very recently introduced, no modifications are likely for some time, before the system has been tried out thoroughly. The Ministry is following with the greatest interest the results obtained, and taking note of such modifications as may ultimately prove essential.

Books on the subject include : A. S. Bagalio's " Titeres en casa " (home puppetry) (Buenos Aires, Kapelusz, 1949) ; Corina L. E. Luciani de Luchia's " El plegado y cartonaje en la escuela primaria " (folding and cardboard work in primary schools) (Buenos Aires, Kapelusz) ; and Antonio M. Luchia's " Curso de Manualidades " (handicrafts course) (Buenos Aires, Kapelusz).

AUSTRALIA

From the reply sent by the Commonwealth Office of Education

Place of Handicrafts in the Curriculum

Handicrafts appear in the curriculum of most secondary schools in Australia. The only real exceptions are those schools which provide academic courses closely related to the entrance requirements of the universities and which generally have no more than a course in art. Handicrafts occupy a particularly important place in secondary schools of the " Junior Technical " type and in " consolidated " rural schools.

Handwork, when taught, is available to all grades, and if it consists of two or more crafts, these are usually taken concurrently.

The length of handicrafts courses varies from state to state, school to school and craft to craft. In all states, schools will be found where woodwork, metalwork, needlework, dressmaking and cookery embrace the whole period of attendance, and as much may be said in respect of drawing, painting, colour and design, and the other representational arts. Instruction in such crafts as weaving, pottery, modelling, carving, leatherwork, etching and engraving, interior decoration, bookbinding and basketry, on the other hand, are not provided for in many of the general curricula of the Education Departments; Victoria and Tasmania, however, both give five-year courses in some of these crafts.

Handicrafts are given to children of from eleven to seventeen years of age. In schools where there are elective courses, handicrafts may be optional.

Examinations are set at the " Intermediate " (or " Junior Public ") and the " Leaving " (or " Senior Public ") levels, in those handicrafts forming part of a normal qualifying course.

At least two consecutive periods a week are devoted as a rule to handicrafts in the lower grades. This amount of time gradually increases as pupils pass up the school, to about five periods in the upper grades.

Except in Victoria, handicrafts are not usually taught as a separate subject but as part of trade work, art, science and housecraft.

Aims

All states regard the primary aim of handicrafts as being the development of skills which may have a vocational value and which may also provide education for leisure. The cultural and aesthetic value of handicrafts is generally recognised. Queensland and Tasmania give more emphasis to the vocational aim, and insist upon correlation with farm and household work.

Syllabuses

The New South Wales syllabus serves to give a fairly typical picture of the syllabuses of the Australian states. Handicrafts are there practised within the framework of the five-year art courses, attended by boys and girls, the boys applying design to leatherwork, metalwork and woodwork, and the girls to needlework and embroidery. Other five-year courses include handicrafts such as farm mechanics, which are primarily trade courses.

In addition to the work they do in the art courses, girls have a five-year needlecraft and garment construction course.

Methods

On account of the growing importance of the project method and insistence on individuality in choice of subject, in the teaching of handicrafts, the older method of simultaneous instruction is becoming obsolete. More advanced schools have all pupils working on class or school projects.

It is common practice to put the most worthy examples of students' craftwork on display. Every capital city and many country towns as well hold an annual show with sections on handicrafts, including a special exhibition for both primary and secondary schoolchildren.

Premises and Materials

The expenses for special premises and equipment are defrayed by the state educational departments. Some industrial organisations make equipment grants or allow the use of special equipment from time to time. Materials are supplied free by the education departments, and objects made usually remain the property of the school.

Staff

Handicrafts, in those schools where they are taught, are the responsibility of specialist teachers who have usually completed a course at a technical college and, in some states, an additional teachers' college course in crafts.

Refresher courses in handicrafts are organised as and when the need arises, in New South Wales, Victoria and South Australia, generally during the long vacation. Attendance is optional.

AUSTRIA

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts form an obligatory subject in the curricula of the different types of Austrian secondary schools *(Mittelschulen)*, to which children go at the age of ten plus. They are taught a) in the grammar school *(Gymnasium)* for two hours a week in the first two classes, b) in the modern grammar school *(Realgymnasium)* for two hours a week in the first two classes, c) in the modern secondary school *(Realschule)* for two hours a week in the first four classes, and d) in the girls' high school *(Frauenoberschule)* for two hours a week in the 1st and 2nd years, three hours a week in the 3rd and 4th years, and four hours a week in the 5th and 6th years.

There is an examination in handicrafts. The subject forms a well-defined item of instruction ; the official curricula, however, state that it should be correlated with certain other subjects, in particular geometrical and freehand drawing and natural science.

Aims

The aims of the teaching of handicrafts are clearly set out in the instructions accompanying the official syllabuses.

Boys should be enabled by themselves to make simple objects of paper, wood, wire and sheet-iron, with correct technique and good taste. They should become acquainted with tools and materials, and acquire a certain skill of eye and hand, a habit of doing neat, exact and conscientious work, and perseverance.

In the case of girls, the aims set correspond to the tasks they will have to fulfil in life. They should be enabled by themselves to make and mend simple items of clothing, to decide on shapes suitable to purpose and available materials, and to form a habit of doing neat careful work and of being orderly and economical. The subject should also develop their inner sense of form, colour and design.

Syllabuses

So far as girls are concerned, handicrafts comprise only needlework. For both boys and girls the official syllabuses give lists of work-

items, but the accompanying instructions point out that it is not necessary that every item should be made. It is better, in fact, that the children should concentrate on some of them, rather than attempt to do them all superficially, with a consequent loss of thoroughness and educational value.

For the first year the boys' syllabus suggests printing with stamps and stencils, paper and cardboard work (covering books and exercise-books, framing pictures, making gummed paper, and simple solids, boxes and blotters), modelling, (plasticine and clay), and notions of woodwork, work with plaster, and gardening.

In their second year the boys take up the first year syllabus again at a somewhat higher and more difficult level. Lino-cutting is added to the printing, and the notions of woodwork extended to the use of the main tools (saw, bradawl, chisel, file and jack plane), the making of simple objects by gluing, nailing and screwing, and first essays in sculpture. The syllabus now also includes the first work with metal (bending, cutting, filing and lacquering), and constructing models and apparatus relating to other subjects in the curriculum.

For the third and fourth year the boys' syllabus covers lino-cuts and stencils, different kinds of joints, book-binding, mounting maps on canvas, and modelling, firing and glazing cups, lamps and the like. Woodwork now includes more difficult items (the principal types of joints, polishing and varnishing, and possibly some lathe work), as does also the metalwork (making things in tin, wire and wrought iron, soldering and rivetting). Gardening covers the care of fruit trees, pruning, drying and preserving fruit, and, if time allows, beekeeping and animal husbandry.

The girls' syllabus, suitably divided over the four years, covers all aspects of needlework, from simple lacework to making clothes and underclothes with a sewing machine. In the 5th and 6th classes of the girls' high school, this syllabus is completed by the addition of cutting and altering clothes from a pattern, and the technique of decoration.

Methods

No particular method of teaching handicrafts is stipulated. Account is taken, however, of each pupil's aptitude, his preferences as regards an occupation, local labour needs, the possibilities of obtaining materials, and the ability of the teacher.

Exhibitions are organised at frequent intervals, to attract public attention to an important activity, and occasionally competitions between the pupils for the most beautiful piece of work or for the piece of work made in the simplest way.

Premises and Materials

Present regulations concern only safety and health. Various plans and suggestions are now being considered concerning materials and premises.

The costs of installation for handicrafts are met in part by the government, and in part through voluntary contributions from parents' associations and other donors, and also occasionally from the students themselves. The things made are sometimes given to the students, but are generally distributed to persons in need or kept by the school.

Staff

Handicrafts are almost always taught by teachers who have other subjects to teach as well. Their special training comprises art and handicrafts, and one scientific subject. There are technical and practical further training courses at the academy of plastic arts in Vienna.

Miscellaneous

No modifications in handicrafts are likely in the immediate future, but the desire has often been expressed to extend the subject to the 3rd and 4th classes of the grammar and modern grammar schools. There is an ever-widening public interest in school handicrafts, an interest which in many cases has made possible the equipping of country schools and the execution of very fine work, with only quite limited means.

No account has here been taken of the upper primary schools *(Hauptschulen)* in Austria, such schools not coming within the scope of this inquiry.

The latest work on handicrafts is Friedrich Hink's " Der Handarbeitsunterricht für Knaben " (handicrafts for boys) (Österreichischer Bundesverlag, Vienna, 1949).

BELGIUM

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts are compulsory in Belgium. They appear in the curriculum of the 6th, 5th and 4th classes of intermediate schools, the children then being from twelve to fifteen years of age. One hour a week is devoted to the subject in the classical section of these schools, for both boys and girls, and two hours a week for boys in the first two classes, and one hour a week for girls in the first class, of the modern section. The girls in the modern section have in addition two hours' needlework a week in all three classes.

Besides classical and modern sections, intermediate schools for some years now have included pre-vocational sections in which handicrafts play a much more important role. Six, eight and nine hours a week respectively are devoted to the subject in all three classes of the pre-industrial section, and two hours a week to technology in the two top classes. Three hours a week are given over to handicrafts in all three classes of the pre-agricultural section, and three, four and five hours to domestic practice, six, six and eight hours to feminine crafts, respectively, in the three classes, and two hours to domestic technology in the two top classes, of the home section for girls.

Since the recent reform of intermediate education, handicrafts have been more closely associated than before with drawing, and still more closely with geometry and mathematics (geometrical construction), but still remain a separate subject. The geometry and mathematics teachers inform the handicrafts teacher of what, with his help, they would like the pupils to do.

Aims

The Ministry of Education published certain suggestions and instructions on the occasion of the recent reform of intermediate education, in which quite special emphasis is laid on the overwhelmingly important role manual crafts can play in connection with a child's choice of an occupation. As part of general education,

such activities should also serve to educate the muscular sense, and to develop manual aptitude and skill, and orderliness, method and good taste. Modelling, for example, should enhance a child's aesthetic sense and power of observation, and the use of tools should open up for him a new world of experience.

Handicrafts should also serve to illustrate other subjects in the curriculum, in a practical and concrete way, and with them should assist in the harmonious development of a child's intellectual powers.

Syllabuses

The new reformed syllabuses cover cardboard work, modelling in the round, woodwork and metalwork.

Cardboard work consists mainly of making individual teaching materials for the geometry course. In the first year the children draw and cut out plane figures and make simple polyhedrons, in paper and thin cardboard. In the second year they do cutting out and folding, make sections of solids, and break up cubes into three equal pyramids.

Modelling in the round comprises copying a model made by the teacher, or taken from nature (pear, apple, pine-cone and the like), and in coordination with science and geography lessons, modelling parts of plants and animals, valleys, isthmuses and so on, and relief maps. Each student has a supply of good quality clay.

The woodwork syllabus covers making simple objects such as boxes, brush-racks and shelves, and various small jobs in connection with other subjects, such as mounting a map. The work should familiarise the children with the use of tools—spokeshave, saw, file and jack plane.

Metalwork is limited to the use of thin sheet-iron and a few tools. Children are given practice here too in making things useful for other subjects.

As mentioned above, boys and girls devote an equal amount of time to handicrafts in the classical section, but boys considerably more time in the modern section.

Methods

The Ministry of Education pamphlet on the recent school reform contains suggestions as to the methods to be employed in handicrafts. The handicrafts teacher is expected to behave at school as he would in a workshop, and should not aim solely at getting a thing made but should rather direct a work by showing how it may be done. From the beginning he should insist on orderly

and methodical habits. He should give special attention to the children's muscular reactions to the materials they are working on, and their facility with tools; so far as modelling in the round is concerned, he should train them to observe the model and then copy it according to a certain technique and plan. He should report to the headmaster at the end of the year on those pupils possessing certain special manual abilities. Exhibitions of things the children have made are often arranged at the end of term.

Premises and Materials

The reform of intermediate education includes the setting up of completely equipped handicrafts rooms. The woodwork room must contain benches of three different sizes, equipped on each side with a wood vice, and on one side with two or three easily detachable vices for metalwork, and drilled for taking modelling turn-tables. Each bench must have its own tool cupboard. For modelling in the round, each pupil is to have a 30-35 cms turn-table, two rough-chisels, and three to four kilograms of clay a term.

A certain time will necessarily elapse before all schools are completely equipped, and a special syllabus for the transition period has been drawn up, which does does not call for the use of special apparatus; teachers are asked to choose items from this syllabus which are within the material possibilities of their school and in any case include cardboard work for geometry.

All installation costs are paid by the government. The costs of materials are met in a similar way, although pupils may occasionally bear a share of them.

Pupils usually like to take away and keep the things they have made. There is no official ruling on this point.

Staff

Handicrafts are taught by certificated specialist teachers. Further training courses exist for in-service teachers, lasting some weeks during the holidays, and leading up to the examination for the teacher's diploma in handicrafts.

Miscellaneous

As indicated at various points above, the teaching of handicrafts in Belgium is now being completely transformed, on the lines laid down by the recent reform of intermediate education.

BULGARIA

From the reply sent by the Ministry of Foreign Affairs

Handicrafts are taught in Bulgarian secondary schools in the first three classes, for one hour a week.

BURMA

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

At the present time handicrafts are not of very great importance in Burma's post-primary schools, but the government has put special emphasis on the subject for all types of schools under the new educational system.

In those schools where they have already been introduced, they are taught from the fifth to the ninth class (the children being from eleven to fifteen years of age) as an optional subject, and in correlation with other subjects in the curriculum. Three lessons of forty-five minutes are devoted to them per week.

Aims

No definite instructions on handicrafts have as yet been issued by the educational authorities. Where taught, their aim is to arouse a child's interest in practical work and, through their "activity" character, in other subjects, and to enable him to discover and pursue those kinds of activity for which he has a natural ability.

Syllabuses

A draft handicrafts syllabus has been submitted by the Advisory Board of Education to the Ministry, for consideration. For the time being, woodwork (including cane and bamboo work) and metalwork, which require more strength and effort, are assigned to boys, and other crafts, such as weaving, needlework, and pottery, to girls.

Methods

No suggestions as regards methods have as yet been formulated. Both individual and group methods are in common use, in harmony with local needs. Exhibitions are organised from time to time, their chief purpose being to arouse and encourage the children's interest in practical work.

Premises and Materials

There are no official regulations regarding premises and materials. Costs of installation and materials are met by the government, and pupils are not required to contribute. Things made are used in the school, or put up for sale at the exhibition.

Staff

At present handicrafts are taught by post-primary teachers who have other subjects to teach as well. There is no special course for them, but at the state training college handicrafts are obligatory for all students.

Miscellaneous

The government is now introducing a new educational system that will give pupils the choice between a technical and a general course in the final years of post-primary education. This bifurcation will be facilitated by giving importance to handicrafts in relation to the technical and vocational aspects of instruction in the years leading up to it.

Experiments as to the right crafts to introduce and methods to be employed are being carried out at the state training college in Rangoon. A book by one of its teachers, Mr. U Kan Gyi, was recently published (Burma Translation Society) on the teaching of handicrafts.

CANADA

From the replies sent by the provincial Departments of Education

Alberta

Place of Handicrafts in the Curriculum

Handicrafts are taught in Alberta's high schools in grades X to XII, and constitute the practical part of the arts and crafts course. This course is an option in which a certain minimum credit must be obtained ; it is not included in examinations.

Aims

Handicrafts are expected to develop a pupil's power to express himself, and his originality.

Syllabuses

Handicrafts in Alberta cover leather work, pottery, modelling and plaster casting, soap-carving, woodcarving, art metalwork and woodwork, and stage art (making a model stage, masks and marionnettes).

Miscellaneous

Recommended books are "General Plastics" by Cherry (Bloomington, McKnight & McKnight), "General Bookbinding" by Gronemann (Bloomington, McKnight & McKnight), "Design in Modern Life" by John Gloag (London, Allen & Unwin), and "Art Today" by Faulkner, Ziegfeld and Hill (New York, Holt).

British Columbia

Place of Handicrafts in the Curriculum

Handicrafts are taught throughout the junior and senior high schools of British Columbia, i.e. from grade IX to XII, the age range being from thirteen to seventeen.

Woodwork, metalwork, electricity and farm mechanics, in grade IX, form the options making up the industrial arts course.

From grade X to XII, arts and crafts, a new optional course, offered for the first time in September 1949, replace electricity. It may be taken up at this level, for one, two or three years. The remaining three optional courses in the industrial arts programme become more technical at this level.

Drawing forms part of the arts and crafts option, and of each of the industrial arts options.

In general, five hours a week are devoted to these options, but in certain schools the amount is reduced to one, two or three hours a week.

Handicrafts form a separate subject, but one which is taught in correlation with other subjects, more especially mathematics and science, and which illustrates and enlivens them.

Aims

The syllabuses contain the following passage on the aims of handicrafts :—

" The Industrial Arts course contributes to complete living because it meets needs that are real. Although it is largely manipulative in character, it provides content that is both informative and technical. It makes a particular contribution to social awareness and morale. Reading, discussion, observation, and experiment are combined with participation in activities which permit the discovery and development of creative and artistic abilities... The work is appropriate for boys and girls alike, and extends into the realms of adult education. Outside the schools, Industrial Arts subjects may be pursued for a vocational and recreational or for occupational values. In school and out, regardless of ages and interests, Industrial Arts make specific contributions to intellectual development, to social orientation, and to economic adjustment."

Syllabuses

According to the " Programme of Studies for the Junior and Senior High Schools in British Columbia : Industrial Arts ", a pupil in grade IX must choose three " shops " out of four : woodwork, metalwork, electricity, farm mechanics.

In grades X to XII, the options are woodwork, metalwork, farm mechanics, and the new course mentioned above, arts and crafts. A pupil may choose to take a different option in each of these three years, or he may choose one option (woodwork, for example) and carry it through the three years. In grade XII,

woodwork is devoted entirely to building construction. The arts and crafts option may include, depending on the background and training of the individual instructor, plastics, leathercraft, woodwork, metalwork, modelling, lino-cutting, photography, soap-carving, costume and poster design, etc.

Premises and Materials

Premises and materials are covered by official regulations. Half the installation costs are paid by the school boards, and half by the Department of Education. Materials are provided by the school boards. Pupils are not required to contribute towards expenses, and may take home the things they make.

Staff

Handicrafts are taught by specialist teachers trained in the normal schools. In-service training is available in the form of summer schools.

Miscellaneous

Authorised textbooks for the industrial arts course include " Woodwork for Junior High Schools " by A. S. Hamilton (Toronto, Clark), " Woodwork Practice and Theory " by A. Wishart (Toronto, Clark), and " Metalwork for Grades VII, VIII, IX " by H. A. Jones (Toronto, Macmillan).

Manitoba

Place of Handicrafts in the Curriculum

Handicrafts are options in the junior and senior high schools of Manitoba, from the age, that is to say, of twelve or thirteen years, wherever staff and premises are available.

Between a quarter and a fifth of school time is devoted to the arts in these schools, covering literature, graphic arts and crafts, " home-making " (girls) and workshop practice (boys).

Practical craft work is regarded as a separate subject, but is given in close correlation with other subjects, and handicrafts teachers discuss their programme with the class teachers. Handicrafts are expected to increase interest for mathematics, English, science, social studies and art.

Aims

The " home-making " and practical craft activities are expected to serve, not only each academic subject, but also education as a whole, and thus contribute to a child's all-round cultural development. Their aims are to a) give opportunity for creative work ; b) impart a liking for manual activities and techniques ; c) emphasise the need for accuracy ; d) give all pupils some insight into trades, professions and industries, and thus help them as consumers ; e) develop a civic sense through stress on cooperation, and individual pride in work well done.

Syllabuses

The syllabuses cover lino-cutting, modelling, woodcarving, cardboard work, leather work, metalwork. " Home-making " includes needlework, weaving and knitting.

Methods

It is not demanded that pupils should have to use the skills and knowledge vocationally. Craft work well done influences all of life's activities, without necessarily being used in one's profession. Pupils thus make their choice of the options without necessarily having their future occupation in mind.

Techniques should be clearly explained by means of demonstration lessons. At the present time, however, such lessons tend to give way to lessons of the " problem-solving " type.

Pupils are encouraged to draw up their own work programme. Any loss of time that results is more than made up by an increase of their interest. Treated in this way, handicrafts may contribute to the development of thinking and show the bond between thought and action. Pupils also have their share of responsibility for class organisation and maintenance of tools.

Handicrafts teachers employ a series of instruction cards :—

a) Operation cards, describing and illustrating correct techniques. Pupils may consult them to refresh their memory, and thus be independent of their teacher.

b) Work cards, showing how given articles should be made, including hints on suitable materials, tools, and sequence.

c) Assignment cards, setting a problem, and giving library references which will help in its solution.

d) Information cards, giving general information in connection with craft activities.

Teachers also use films illustrating technical procedures, and giving information concerning materials and conditions of work in industry.

Premises and Materials

Two types of workshop exist: unit workshops for only one kind of work, and general workshops for various kinds of work. In the latter type, pupils carry out project work and are able to experience and understand the way the different activities link up.

Detailed instructions cover storage and maintenance of materials. Particular attention is also paid to conditions of work, lighting and security of workshops.

Installation costs are met by the school boards or through grants from the Department of Education. Pupils pay the cost price of materials. Articles made are sold, or kept by the pupils.

Staff

Handicrafts are taught in Manitoba by both specialist teachers and teachers who are also responsible for other subjects. The latter are for the most part trained at summer schools.

New Brunswick

Place of Handicrafts in the Curriculum

No provision is made in the secondary curricula of New Brunswick for handicrafts, but some work is done in the form of hobbies by a number of pupils.

Handicrafts are rapidly becoming very popular, however, in the province, under the stimulus of the Department of Industry and Reconstruction set up a few years ago.

Miscellaneous

The Macmillan Company (Toronto) has published a series of small books on handicrafts, covering miscellaneous crafts, leather work, and textile crafts.

Nova Scotia

Place of Handicrafts in the Curriculum

Handicrafts are taught in the secondary schools of Nova Scotia, as options in grades VII to XII, the age range of the pupils being

from thirteen to eighteen. They form a separate subject, to which a minimum of ten hours a week is devoted.

Aims

The aims of the subject have not been officially defined, and vary from school to school, according to the teacher's background and training. They would include a) canalising the enthusiasm of young persons for useful and creative work; b) developing an ability to think, and skill and accuracy; c) giving information about various occupations, so as to help children to decide which of them they would like to take up; d) establishing a link between workshop activities and other subjects and the everyday world of the home and industry; and e) bringing life and reality to certain school subjects.

Syllabuses

The syllabus followed by any given school depends on the interests and training of the teachers. Woodwork and metalwork are the main crafts.

In some cases, pupils receive credits for their crafts work.

Methods

General suggestions on method are made in the programme of studies. Children should be encouraged to execute their own ideas, and crafts chosen according to individual interests. Teachers should act as guides and counsellors. Crafts and art work should not be regarded as subjects complete in themselves, but as activities influencing the whole of a child's school and everyday life.

Exhibitions are arranged.

Premises and Materials

Materials are provided either by the school boards or the pupils themselves.

Staff

Handicrafts teachers are not required to possess a special certificate, except for "home economics" and "industrial arts" courses.

Special training can be secured at several universities, and all teachers take handicrafts at the Provincial Normal College. Summer

school and refresher courses are organised each year by the Department of Education.

Miscellaneous

No modifications of the handicrafts programmes are to be expected within the next two or three years.

The Department publishes a detailed list of books for use in the workshops, including "Essentials of Woodworking" and "Woodwork for Secondary Schools" by Griffith (both Pretoria, Manual Press), "Problems of Woodwork" by Worst (Milwaukee, Bruce), and "Problems in Woodwork" by de Vette (Milwaukee, Bruce).

Ontario

Place of Handicrafts in the Curriculum

Handicrafts are taught in the secondary schools of Ontario, from grades IX to XII, the age range of the pupils being from fourteen to eighteen years. The subject is compulsory in grade IX and optional thereafter.

One tenth of school time is devoted by the boys to general shop work, including certain handicrafts, and one tenth by the girls to "home economics" and allied crafts. Art also forms another option to which a similar amount of time may be devoted, and which includes certain crafts.

Handicrafts are taught as a separate subject, but attention is given to correlation. There is an increasing demand in the province for handicrafts to be given a more prominent place in the secondary curricula.

Aims

Handicrafts are regarded as being educational and as contributing to vocational guidance. They are expected to a) give appreciation and understanding of crafts and craftsmen through varied creative activities, indulged in freely and spontaneously ; b) develop a pupil's taste as consumer, and make him conscious of, and responsible for, the artistic aspects of his surroundings ; c) give him opportunity to discover his special aptitudes ; d) develop him physically and give him sound habits and attitudes in regard to work, and so render him a better consumer and producer.

Syllabuses

The syllabuses have certain elements common to boys and girls. In grades IX and X, pupils must choose among the following

activities: modelling (clay, plasticine, paper or cardboard); soap-carving; stage costume (marionnettes and masks, made with paper, cardboard or material); pottery (clay or plasticine).

In grades XI and XII, pupils must choose one or two of the following activities that they find most interesting: printing (paper or textiles); woodcarving; pottery (dishes, bowls, vases); carpet making, weaving and embroidery; stage construction; metalwork (tin, copper and aluminium); bookcraft.

In addition, girls do needlework, and boys workshop practice in relation to industrial arts or agriculture.

Methods

The official programme of studies contains suggestions on method. Handicrafts should be closely correlated with the pupils' lives and interests. They should be encouraged to express themselves freely. Work should always be done according to a pupil's own plan for it; mere copying is to be rigorously avoided.

Exhibitions are frequently arranged, but competition in handicrafts is not promoted in a formal way.

Materials and Premises

Grants are made by the Department of Education for the installation of handicrafts premises. Expenses are ultimately borne partly by the Department and partly by the local school boards.

Materials are sometimes supplied free by the school boards, and in some cases pupils are required to contribute. Things made usually remain the property of the pupils.

Staff

In many schools, full-time handicrafts instructors are engaged. Elsewhere the subject is taught by teachers who are also responsible for other subjects.

Handicrafts teachers are trained through a) summer courses, b) in-service training stimulated and assisted by the visiting inspector; and c) special one-year courses.

Prince Edward Island

Place of Handicrafts in the Curriculum

Very little is as yet done in the secondary schools of Prince Edward Island, in regard to handicrafts. The secondary curriculum,

however, is at the present time being re-arranged ; handicrafts are regarded as important, and will certainly be increasingly prominent.

Quebec (Catholic Schools)

The reply from the handicrafts section of the Department of Education, covering the Catholic schools in Quebec, indicates that the subject does not form part of secondary education as such, but is obligatory in the ninth and tenth primary classes (thirteen to fourteen years of age). A very considerable expansion of the handicrafts programme may be expected at an early date.

Saskatchewan

Place of Handicrafts in the Curriculum

Handicrafts are taught in the secondary schools of Saskatchewan, in grade X, the children being from fifteen to sixteen years of age. They are an option for girls only, and are taught in correlation with " home economics ".

The Department regards the subject as important, and hopes to give a more prominent place to it in secondary curricula, as soon as circumstances permit.

Syllabuses

Handicrafts are taught within the framework of hobbies, and include leather work, shell work, and embroidery.

Methods

Exhibitions are organised rarely in schools, but more ofter on a regional or provincial scale.

Materials and Premises

Pupils pay for the materials they require, and take home the articles they make.

Staff

There are no special teachers for handicrafts as such, the subject being taught by the " home economics " teachers.

CEYLON

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts are taught in Ceylon to both boys and girls in nearly all of the fifty-four central (post-primary) schools, and are being introduced in the thirty-seven senior and one hundred and eighty junior schools as and when accommodation and equipment become available. They form a separate and obligatory subject, from the 6th standard onwards (i.e., from the age of twelve), to which three forty-minute periods a week are devoted. They may not be offered as yet in any public examination, but annual examinations in them are conducted by the handicrafts inspector.

Syllabuses

The handicrafts syllabus is based on the physical capabilities and the interests of each sex. In some districts, it includes leather work, metalwork, basketry and lace making, but in the majority of schools it consists simply of woodwork for boys and weaving for girls, including theory in each case.

The theoretical part of weaving covers the knowledge, use, treatment (ginning, spinning, weaving) and sources of textile fibres, thread resistance, types of warp and weft for plain, striped and other tissues, choice of thread for given kinds of work, estimating quantities, costing, etc. The practical part covers spinning, weaving, twisting, warping, setting up the machine, plain and other weaves, making belts, etc.

The theoretical part of woodwork comprises a study of indigenous and foreign woods and their defects, ways of treating wood, choice of material for given kinds of work, use and maintenance of tools, the mechanics of the main types of woodwork appliances: lathe, cramp, vice, mitre box, grindstone, etc., and technical design. The practical part includes sawing, planing, sharpening tools, joints (mitre, mortise and tenon, grooved and tongued, dovetail), and application in making boxes and other objects.

Methods

Official pronouncements in regard to methods are more in the nature of suggestions than instructions. Teachers are recommended to teach through projects, demonstrations, illustration, observation, discussion, drawing and lectures. Exhibitions are organised with the object of stimulating the interest of both teacher and taught and of arousing healthy competition.

Premises and Materials

There are official instructions regarding premises and materials for handicrafts. The government pays all expenses for installation and materials, and pupils are not required to contribute. The objects made are put up for sale, pupils and teachers having first choice.

Staff

Handicrafts are taught by specialists who have taken a full course of training in an "Industrial School" and have obtained the "Industrial Teachers' Certificate" in crafts. The course is a two-year one, and both in-service teachers and suitably gifted pupils with the Senior School Certificate are admitted to it. The mechanical section of the course covers woodwork, metalwork, radio construction and mechanics, and the craft section weaving, lacquer-work, pottery, and coir work.

Miscellaneous

The government of Ceylon proposes to hold a Senior School Certificate practical examination to include crafts. Such an examination would be an incentive to pupils to take more interest in crafts, and would also help to solve the problem of the present dearth of craftsmen.

CHILE

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts form a separate and compulsory subject in Chile in the first four classes of the secondary school, the children being from twelve to sixteen years of age. It is taught to groups of not more than twenty pupils, for two consecutive hours a week. Examination in the subject takes the form of demonstrating a certain skill learnt, or showing a piece of work done, during the school year.

The instructions included in the curriculum clearly show that handicrafts are considered ancillary to the other subjects and as a field of practical application for them.

Aims

Handicrafts are classed with the so-called technical subjects, whose particular aims are subordinate to the objective of secondary education as a whole. This objective is given in the official curriculum as being the moral, intellectual and aesthetic education of adolescents. The particular aim of handicrafts is educational and not vocational; for adolescents the subjects should represent a valuable means to physical and intellectual development, and through its diversity should provide them with innumerable opportunities of creative activity and of expressing their tastes and inclinations, and thus of revealing their abilities to the teacher, who will then be better able to supervise and guide them.

Handicrafts both satisfy an adolescent's need for activity and exercise his powers of observation, comparison and imagination; they develop his initiative and give him a skill of hand which will be of the utmost value to him in his everyday life.

Syllabuses

The official syllabus covers cardboard work in the first year, cardboard work and bookbinding in the second year, and woodwork in the third and fourth years.

Each of these activities includes, in addition to practical work, theoretical work (such as lessons on the different kinds of paper and wood, and the upkeep of machines and tools) and work in connection with other subjects in the curriculum (such as geometrical and geographical modelling, repairing various objects in the school, and making physics apparatus).

Cardboard work covers certain basic exercises, such as cutting paper and cardboard in straight and curved lines, pasting, covering and edging surfaces and corners, and assembling in all possible ways with the aid of paper, cloth and string.

Woodwork calls for planing flat, convex and concave surfaces, the use of saws of different types, marking knife and gauge, and files, and making various joints.

The syllabus contains a complete list of basic exercises, but puts them forward only as suggestions, teachers being left quite free to choose those which best suit their pupils and local needs.

Teachers are similarly free to choose among the objects which it is suggested the children may make: exercise-books, calendars, frames, folders, albums, containers, lanterns, lamp-shades, jewel-, hat-, money- and work-boxes, trays, trunks, draughtboards, walking-sticks, filing-boxes, shelves, flower-stands, consoles, folding chairs, small tables.

Polishing, varnishing, painting and decorating wood form part of the work in the fourth year. Pupils' interest in the school library may be the point of departure for bookbinding.

All the activities so far mentioned are confined to boys. For girls the handicrafts syllabus is replaced by the needlework syllabus, covering sewing and dressmaking, embroidery and mending.

Methods

The syllabuses contain suggestions on method. The work done should be varied, so that pupils have numerous different possibilities of expression. Being essentially practical activities, handicrafts should be individualised and large classes avoided. Teachers should be more concerned with quality than quantity of work. All work in wood should be preceded by a drawing made to scale. Handicrafts inspectors also make valuable suggestions to teachers. Exhibitions are organised in all schools at the end of the school year, to stimulate a spirit of competition among the pupils and to inform the school authorities and the general public of the work that is being done.

Premises and Materials

All state and approved private secondary schools have a fully equipped workshop. The costs of installation in a state school

are paid by the government, those for materials by the school; students pay a yearly fee for handicrafts.

Students generally keep the things they have made, except objects that may serve as models or that are sold, as sometimes is the case, for charitable purposes.

Staff

Certificated specialists are appointed by the government as handicrafts teachers. Further training courses are arranged at the University of Chile during the summer vacation.

Miscellaneous

More and more emphasis is being given in Chile to the so-called technical subjects, of which handicrafts form part.

The setting up of a "Mobile Plan" for the third year of the secondary school is under consideration, which would include a number of crafts and help pupils to choose their future occupation.

Pupils wishing to spend some of their free time doing practical work may now attend official technical courses organised after school hours.

CZECHOSLOVAKIA

From the reply sent by the Ministry of Education, Science and Arts

Place of Handicrafts in the Curriculum

Instruction in handicrafts is given in Czechoslovakia by means of " work groups ", common to boys and girls, which are set up according to the pupils' interests, in all four classes of the intermediate school. The children are then from eleven to fifteen years of age. Participation in such groups is optional, two hours a week being devoted to them. Girls have in addition two compulsory hours of domestic science a week, in each class.

Work groups of this kind also exist in the secondary schools, where the pupils are from fifteen to nineteen years of age.

There are no examinations in handicrafts or domestic science, the fact that they have been taken being simply noted or, in the case of domestic science, a mark given, on a pupil's certificate.

Aims

The aims of teaching handicrafts are defined in official instructions. Besides the practical aims and results of each " work group ", manual activities are expected to have a general educational value. Through handicrafts children should gain power to solve the practical problems arising in everyday life, in accordance with the principles of health, beauty and good workmanship, to understand the bond between intellectual and bodily work and appreciate the latter as being essential to society, and to work conscientiously and be ready to assume responsibility.

Girls should be able to perform all household tasks and create a homely and social environment, and thus contribute to the improvement of living conditions.

Syllabuses

Domestic science covers hand and machine sewing, knitting, crochet, cookery, nursing, and bringing up children. It also includes a) the use and manufacture of textiles (1st year), b) running a house (2nd year), c) nutrition (3rd year) and d) child care and nursing (4th year).

The activities of the " work groups " (to which, as mentioned above, girls as well as boys may belong) comprise gardening, woodwork, metalwork, model-making, car-driving, cooking, tailoring, and the like.

Methods

Teachers choose the methods that they consider the best from the point of view of modern educational theory. They avoid all formalism and pay due regard to the demands of practical, everyday life. They plan the work, and the children take part in it either individually or in groups.

Exhibitions are organised in order to arouse public interest in school activities, and to foster the spirit of competition and cooperation.

Premises and Materials

The Ministry has issued regulations concerning materials and premises for handicrafts. The costs of installation are paid partly by the state, partly by the local authorities. Students pay for such materials as they need for things they will keep, other materials being paid for by the local authorities.

Things which the students do not keep, are made use of in social or charitable work.

Staff

Handicrafts teachers in intermediate schools also have other subjects to teach. There are some specialist women-teachers for domestic science, but as a result of the re-organisation of teacher training, they are gradually disappearing.

Teachers are trained in the education faculties. Further training and refresher courses are organised in various parts of the country, according to local needs.

Miscellaneous

Important changes were made in Czechoslovakia's educational system as a whole, and in handicrafts in particular, as a result of the socialist reform of 1948. The new direction given to school activities and the establishment of " work groups ", aim at giving children a collectivist conception of work.

A teachers' handbook for domestic science is now being prepared, and a book on method has been suggested.

DENMARK

From the reply sent by the Handicrafts Inspector

Place of Handicrafts in the Curriculum

School handicrafts are called " Sløjd " in Denmark. The subject is compulsory for boys in both rural and urban " Eksamensfrimellemskole " (intermediate schools without examination), where the course is mainly of a practical nature and the pupils from eleven to fifteen years of age. It forms a separate subject, to which two, three or four hours a week are devoted, according to the type of school. " Sløjd " teachers seek to articulate their subject as closely as possible with other subjects, especially arithmetic, natural science and physical training.

Aims

The aim of " Sløjd " is not vocational. It should form a general, practical training running more or less parallel to a general, theoretical training given by means of books. From an educational point of view, it should lead to the harmonious development of a child's natural aptitudes and physical and intellectual abilities. The greatest importance is therefore attached to giving the children healthy and normal bodily positions while working, ease and economy of effort and movement, and lively sense-reaction. They will at one and the same time be trained aesthetically, and themselves attain a certain moral level through the very fact of doing work conscientiously. They will acquire an invaluable habit of orderliness, concentration, perseverance, acuracy and care, and will learn to plan and carry out their work independently, with the time, materials and tools at their disposal. The manual skill they gain will be of the utmost use in their future occupations.

Syllabuses

In the syllabuses the work is graded and adapted to the pupil's ages. The youngest children thus begin on work with paper, string and clay, and those at secondary level do mainly woodwork.

The materials used at the beginning consist almost entirely of laths and planks, the work thus entailing principally the use of saw,

hammer, bradawl, centre-bit and—later, on account of the danger—knives.

At a more advanced stage, when they are strong enough physically, the children begin to use a jack plane, and then chisels, files, smoothing plane and glue, making first toys and later objects for the home (flower stands, trays, knife boxes), and finally simple pieces of furniture such as chairs, tables, shelves and cupboards. Woodwork is considered a necessary preparation for metalwork, which is the next stage in the " Sløjd " syllabus.

Methods

The most widely applied method is that of Aksel Mikkelsen (1849-1929), the Dane to whom the present general enthusiasm for handicrafts in Denmark is very largely due.

According to this method, each piece of work is based on a number of preliminary exercises forming a kind of technical alphabet, such as exercises for gaining regularity of movement and firmness of hold in sawing. These exercises do not necessarily lead up to making any definite object ; each has its own purpose and a special name. Each series of them has an ever-changing variety of models, which must each bare the trace of the tool whose use has been the subject of the lesson ; a model may thus be polished or varnished, but not painted. These basic exercises are carried out at regular intervals, but never take up more than 5 to 10% of a lesson.

Great attention is paid to posture while working. Each exercise has its own special posture allowing for rational movements that do not impede harmonious physical development. Tools are so constructed as to permit the alternate use of each hand and thus exercise both sides of the body and develop ambidexterity. No textbooks or ready-made designs are employed. The teacher makes a drawing of the model on the blackboard and discusses exactly how it can be made with the class. The pupils then make a scale drawing on unruled paper, work entailing measuring and the use of compass, set-square and the like.

Premises and Materials

In 1937 the school authorities drew up detailed rules and regulations concerning the hygiene of school buildings, including premises for the teaching of handicrafts. At least one school in each commune must have a workshop equipped for " Sløjd ", to which all pupils in the locality can come. Two square metres must be allowed for the bench and tools of each pupil. Benches are to be arranged in double rows separated by a gangway of not less than two metres wide, and

with a space between them and the walls of not less than one metre and a quarter, thus allowing for freedom of movement. Each workshop must also possess a blackboard, a washbowl, and facilities for heating glue, and must be efficiently lit and heated. A workshop must not be over a classroom ; it must not be set up in a basement, except where otherwise impracticable, in for example old school premises, and then only on condition that its minimum height of two metres and a half is at least half above ground level and that all necessary health measures have been taken. Flooring must be of wood or linoleum, not cement. As for ordinary classrooms, window-space must represent a minimum of one-eighth of the floor-space.

Attached to each workshop is a store for materials, with ample cupboards for tools. Workshop and store must be kept rigorously tidy.

In the case of new schools, the workshop must take not less than thirty-six pupils at a time, and fulfil all the conditions for an up-to-date handicraft centre. Suitable workshops can be set up, in any case, even in existing premises.

Staff

There are two special training centres for handicrafts teachers in Denmark, the *Dansk Sløjdlaererskole* in Copenhagen and the *Sløjdlaererskole* at Askov. " Sløjd " is now a compulsory subject in ordinary normal schools, and students wishing to specialise in the subject continue their training at one of these two schools.

Miscellaneous

" Sløjd " is now widely adopted and taught. There is a Danish handicrafts society, and a number of handicrafts periodicals for teachers, including the fortnightly " Dansk Skolesløjd ". Two books of note are Aksel Mikkelsen's " Arbejdsstillinger " (work posture) and " Modeltegninger " (drawings of models).

The Danish normal school for handicrafts has also published books on the subject for some years, including H. H. Skaarenborg's " Sløjdopgaver for Viderekomne " (" Sløjd " for advanced pupils — 1940), and " Laerebog i Dansk Skolesløjd : Traesløjdsystemet " (" Sløjd " woodwork textbook — 1940).

DOMINICAN REPUBLIC

From the reply sent by the Secretary of State for Education and Arts

The reply received from the Secretary of State for Education and Arts in the Dominican Republic indicates that handicrafts do not form part of the secondary curriculum. They are taught, as a separate subject, during the last four years of primary schooling, and cover leather work, bookbinding, modelling, woodwork and elementary electricity.

ECUADOR

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts were introduced into secondary schools in Ecuador as a result of the recent school reform designed to make education more practical.

" Workshop practice ", as the subject is called, is now compulsory for boys in the first two classes of the modern section of the secondary school *(Bachillerato)*, three and two hours a week respectively being devoted to it. Handicrafts are also represented in the curriculum of the educational sciences section of these schools, which section, however, forms part of normal education and thus lies beyond the scope of the present inquiry.

Needlework and applied arts are similarly compulsory subjects for girls in the first four classes of the modern section of the secondary school, four hours a week being given to them in the first of these classes and three hours a week in the remainder.

Handicrafts form a separate subject, and there is an examination in them at the end of the school year, consisting of a practical demonstration or submitting a piece of work done under the supervision of the teacher, and being of equal importance with the examinations in other subjects. Handicrafts are nevertheless considered as

existing to provide other subjects in the curriculum with teaching materials or a field in which theory may be demonstrated, and thus as ancillary to them.

Aims

Official instructions concerning aims are based on the need to make better use of the country's natural resources, and therefore emphasise that handicrafts should familiarise children with the raw materials to be found in their locality, train them to do useful work with a minimum of means, and enable them to employ tools and machines. Handicrafts should in addition develop a sense for beauty, foster initiative, accuracy and perseverance, and impart a manual skill that will enable a child to express himself in concrete form.

Syllabuses

There is no handicrafts syllabus common to all secondary schools, each school making its own programme according to the teachers, materials and premises at its disposal. Most schools, however, take geometrical and geographical modelling, the making of toys, objects for personal use, physics apparatus, animals and history models, and bookbinding.

As a rule, too, boys concentrate on work concerning the country's natural resources and, more especially, the use of local materials, while girls give more attention to matters touching the home.

Methods

Class discussion invariably precedes the execution of a project. The teacher then allocates the various tasks to be done, taking into account each child's abilities, and gives the necessary instructions, including advice on the right use of tools and machines ; his essential role is one of guiding, stimulating and encouraging.

At the end of the school year and on the occasion of national feast days, exhibitions are organised in order to show parents what has been achieved. From time to time competitions are arranged between the schools in a given town or region, in order to arouse interest and initiative.

Premises and Materials

The government pays the costs of installing and equipping workshops, and for the purchase of materials, special sums being earmarked in the budget for the purpose. Present premises do not

fully meet the needs of the mounting total of pupils. Pupils pay for materials only if they are making something for themselves on their own initiative. They generally keep what they have made, unless the things were specially asked for by the school and of high cost.

Staff

Handicrafts teachers, in both boys' and girls' secondary schools, are not responsible for teaching other subjects as well.

For the time being, no refresher courses are being organised, on account of the lack of suitably qualified personnel. It is hoped that it will prove possible to remedy this lack in the near future.

Miscellaneous

As mentioned above, handicrafts are a recent introduction at secondary level, and the subject is now undergoing a period of trial. As soon as tangible results are available, the Ministry will draw up minimal programmes.

A recent exhibition of teaching materials made by secondary school pupils gave clear evidence of their versatility and skill, and deep interest in creative activities.

EGYPT

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts were introduced as an optional subject into secondary schools in Egypt, when the curricula were revised in 1935. The innovation was warmly welcomed, and the subject became an obligatory one in 1941, in the first and second classes, the pupils being there between twelve and fifteen years of age.

The subject is a separate one, and three hours a week are devoted to it.

Mechanical and applied arts will be introduced into the third, fourth and fifth classes of secondary schools at the beginning of the school year 1950-1951.

Aims

The school authorities give the aims of handicrafts as being a) to develop adolescents' interests, creative powers, initiative, aesthetic sense and practical ability, b) to give them manual skill, a habit of being accurate and observant, and respect for physical work, and c) to enable them to turn their skill to good account.

Syllabuses

The handicrafts syllabus for boys covers a) fretwork and design of patterns, b) sculpture and plasticine work, c) pottery, d) metalwork, e) bookbinding, f) leatherwork and g) weaving and carpetmaking.

The girls' syllabus includes embroidery, dressmaking and needlework.

Methods

With regard to methods, the teacher is recommended to train his pupils to use various tools, and design and make different objects on their own individual initiative. He should meanwhile watch results

and create the necessary atmosphere, guiding and widening his pupils' experience and refining their sense of proportion. His success is measured by the interest he arouses in wider horizons and an enhanced power to create.

The Ministry and school authorities organise local and national handicrafts exhibitions to encourage pupils to produce their best designs and objects, to inspire them with the team spirit, of the utmost educational value at secondary level, and to give their parents a true picture of their work at school.

Premises and Materials

Costs of all equipment and materials are defrayed by the Ministry and constitute part of its budget. Pupils incur no expenses of any kind.

Objects made are exhibited in the school or local exhibition, and then returned to their makers, awarded as school prizes, or put on sale at the national exhibitions.

Staff

Handicrafts are taught by qualified teachers who are not responsible for other subjects.

Such teachers have either graduated a) from the two-year " Drawing and Handwork " course on art and special methods at the Institute of Education, after taking the course at a high school of art, or b) from a high school of art, a high school of applied arts or a technical school. Further training courses are organised for this second category of teacher.

Miscellaneous

The handicrafts syllabus was revised in 1949 with a view to organising technical sections in secondary schools to prepare interested pupils for the high schools of art.

It is hoped that handicrafts will shortly be made a main subject at all levels of education, and practical tests are now being conducted with this aim in view. The main problem in this connection is the installation in all schools of a fully equipped, modern workshop.

FINLAND

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Although often closely correlated with drawing, physics and domestic science, handicrafts are taught in the state secondary schools of Finland as a separate subject. They are obligatory, and as a general rule two consecutive hours a week are devoted to them, in the first three classes (and, in certain girls' schools, in the fourth class as well). From the fourth class onwards, they are optional. The age range of the children at secondary level is from eleven to nineteen.

The present study covers only official schools, but it is worth noting in passing, that private secondary schools in Finland, while quite free to exclude handicrafts from their curricula, usually more or less follow the state programmes in this respect.

Aims

According to the instructions given in the official syllabus, the aim of handicrafts is to develop a child's powers of invention, practical sense, love of sound work, and respect for manual effort. The subject should also give him sufficient skill in the use of tools to enable him to do common repairs and make simple objects. A girl is expected, in particular, to learn to perform everyday tasks and duties conscientiously, tastefully, systematically and punctually.

Syllabuses

The handicrafts syllabus for boys covers a) cardboard work (including the making of adhesive paper, and various means of decoration), b) woodwork (including woodcarving), c) metalwork, d) making models of aeroplanes, e) special work in connection with physics, and f) work the pupils themselves choose to do. Pupils are also responsible for the maintenance of tools, and do common repair work.

The girls' syllabus comprises a) hand and machine sewing (including the theory and maintenance of a sewing machine), b) making and designing patterns, c) embroidery and d) mending.

Methods

For the purposes of handicrafts, pupils (they may come from two consecutive classes) are grouped according to their ability, any given group never exceeding twenty. Teachers are expected to pay due regard to their pupils' interests, when deciding what things shall be made, especially in those classes where the subject is optional. They should also endeavour to develop their pupils' good taste, while at the same time leaving them more or less free to make their own plans for the work, except in the case of objects, such as models, calling for very detailed planning of form and size in advance. Pupils make their sketches in drawing lessons.

In his everyday life a pupil may have certain repairs to do, and he may if he wishes do them at school, under the supervision of his teacher ; if the work is of general interest, it may form the subject of a lesson for the whole class. More and more attention is being given to the problem of reconciling practical and aesthetic necessities, and students are encouraged to find solutions taking account of both kinds. With such an aim in view, for example, girls may be set to altering an old-fashioned article of clothing. The atmosphere in the workshop should be one of tidiness, economy and cooperation.

Exhibitions are organised at the end of term, and an annual exhibition of the best work from each class. There are no competitions.

Premises and Materials

Almost all secondary schools have special premises equipped for handicrafts. A list of the tools with which each workshop must be provided has been drawn up by the school authorities. Schools without the necessary facilities are officially instructed to rent a suitably equipped workshop, the expenses being defrayed by the state.

Boys pay nothing for the materials they use ; girls, on the other hand, must pay for whatever materials they need for needlework. Pupils may keep the things they make.

Staff

Handicrafts are taught by craftsmen, who have had the necessary teacher training, and are not responsible for any other subjects. Refresher courses are organised from time to time.

FRANCE

From the reply sent by the Ministry of National Education

Place of Handicrafts in the Curriculum

In the secondary schools of France, handicrafts are obligatory in the first cycle (eleven to fifteen years of age) and optional in the second (fifteen to eighteen years of age). One hour a week is devoted to the subject. It is an option in the examination coming at the end of the first cycle, and a compulsory subject (domestic science for girls excepted) in the baccalaureate examination. It is a separate subject at all levels ; teachers of other subjects occasionally supplement their lessons by giving manual exercises.

It is, however, in the " new classes " that handicrafts are deemed of prime importance. Two and a half hours a week are devoted to them in the first and second of these classes, two hours in the third and fourth, and then five hours for those pupils who have chosen the introductory course on industrial crafts.

Aims

In instructions issued in 1938, the school authorities defined the aims of handicrafts, so far as ordinary classes are concerned, in the following terms :—

" Whatever her future tasks, every girl should be trained to manage a household and bring up children... Handicrafts have a further aim, however, which applies to boys as well. Modern educationists recognise the paramount need of developing all facets of a child's activity, not merely the intellectual ones, and the education of the hand and eye should thus be the basis of that of the mind. Such an education ' of the senses through the senses ' must pay due regard, of course, to individual ability, propensity and need."

In the " new classes," set up in 1945, on the other hand, handicrafts are expected to serve, not only as an instrument of general education, but also as a means of guiding pupils entering on secondary education towards the subjects and specialist section that most suits them. In the first and second of these classes, handicrafts should thus show a pupil the direction of his abilities, and in the third and fourth

enable him to decide whether or not to choose the introductory course on industrial crafts.

In these "new classes", handicrafts are called "educational crafts", and their true aim is thus clearly indicated. A ministerial circular (9th August, 1945) puts the matter in the following terms: "Handicrafts have been introduced above all on account of their very high educational value. Their aim is not merely to develop manual skill. They must also foster a child's powers of imagination, observation and initiative, and develop his liking for work well done, his accuracy and his taste. They must, in short, play an important part in his intellectual and moral upbringing."

Syllabuses

The boys' handicrafts syllabus covers cardboard work, drawing simple plans and elevations to scale, and making small objects in wood and metal (using the ordinary hand tools) in the first year, and the use of carpenter's tools (bow saw, padsaw, tenon saw, rasp, chisel and paring chisel), marking out with knife, T square, gauge and compasses, easy exercises with ply-wood or deal, and making objects involving nailed, screwed, tongued and other joints, in the second. Second-year work also includes the use of metalwork tools (vice, file, metal saw, marking knife, gauge and bradawl), exercises in bending semi-cylindrical wire to given angles and curves, chamfering and countersinking sheet metal, and making common objects such as rulers, set-squares and bolts.

In the third year, woodwork comprises roughing out in deal and beech, the main tenon and mortise joints, and an introduction to woodcarving, while metalwork covers adjusting, use of thread- and screw-cutter, work with leaf metal, and making common objects such as dustpans, ladles and funnels.

In the fourth year pupils learn the use of grinding tools, gouges, etc., and get practice in taking down and assembling machinery, and in installing electric light.

There is no set syllabus for the last two years.

The girls' needlework syllabus is an extensive one, and includes knitting, the main types of stitching and patterns, altering and mending, and dressmaking. Their domestic science syllabus covers washing, ironing, and the care of clothes, household maintenance and cleaning, cooking, and child care.

Methods

There are no official instructions on methods, so far as ordinary classes are concerned, but for the "new classes" recommendations

have been drawn up in accordance with the aims outlined above. Teachers are expected to stimulate and foster a child's creative power through giving him concrete tasks complete in themselves, right from the beginning of the handicrafts course. "All work should lead to the making of a useful object or a toy possessing a certain beauty. Close collaboration should therefore be established between the handicrafts and the drawing teacher. The plans of things to be made should be studied in drawing lessons... The handicrafts teacher has important preparatory work to do, inasmuch as he must get the children to plan and draw their handicrafts work in advance."

Methods should on no account be such as to lead to confusing educational handicrafts with apprenticeship or pre-apprenticeship, or with mere tinkering or odd-jobbing.

Work in the third and fourth classes, of course, is moving towards the introductory course on industrial crafts, mentioned above, which some pupils will take up. In this connection a ministerial circular (27th September, 1947) states :—

"The work to be done in the third and fourth classes is linked with that done previously. The aim is still educational, but pupils should also begin to acquire general skills and a consciously controlled use of tools.

"Each exercise should be complete in itself, and capable of satisfying a pupil's desire to do useful work and of arousing his interest... The handicrafts teacher, however, should not lose sight of the main objective : the technical, intellectual and moral training of his pupils. With this end in view, he should give numerous experimental demonstrations, in which his pupils actively participate. He must secure tools enabling his pupils to grasp and understand their principle and mode of action and to study the true bases of craftsmanship."

Handicrafts exhibitions are organised at frequent intervals, especially at the close of the school year.

Premises and Materials

There are no special instructions concerning premises and equipment for handicrafts. The classical and modern sections of a school use the workshop facilities of the technical sections.

As to the "new classes", the directorate of technical education, in collaboration with that of secondary education, has made great efforts to instal workshops in all schools, and has drawn up a list of the necessary equipment.

Installation and equipment costs are debited to the individual schools. Special grants are made by the municipalities and the Ministry for costs of this kind.

Things made are either kept by the pupils themselves or distributed to charitable organisations.

Staff

Handicrafts are taught by certificated specialists, by teachers who made have a special choice, or by craftsmen who have passed a preliminary test.

HOLLAND

From the reply sent by the Ministry of Education, Arts and Science

Place of Handicrafts in the Curriculum

Handicrafts appear as an optional subject in the curriculum of Dutch upper-primary schools (schools of secondary level, attended by children from thirteen to eighteen years of age). They also form an optional subject in the secondary and grammar schools, but are taught only rarely and with no fixed programme, and are thus comparatively unimportant.

Account will therefore be taken here only of the upper-primary schools. Handicrafts are taught in these schools as a separate subject, an average of two one-and-a-half hour periods a week being devoted to them, the precise amount of time varying from school to school.

Aims

The official upper-primary curriculum gives the aims of handicrafts as being to give the children a certain skill of eye and hand, and to assist them to form clearer concepts of what they have learnt in other subjects.

Syllabuses

The handicrafts syllabus includes cardboard work, woodwork and modelling. In the choice of things to make, due regard is paid to the children's interests and physical strength, and to the differences in these respects between boys and girls.

Methods

Schools are given the greatest freedom in regard to methods. Teachers responsible for handicrafts may find helpful suggestions in the books listed below under " Miscellaneous ".

Exhibitions and competitions are frequently arranged, in order to draw public attention to the value of manual activities as a factor making for children's harmonious growth and development.

Premises and Materials

There are no official regulations concerning premises or materials for handicrafts. The respective communes pay the costs of installation and materials for those public schools at which handicrafts are taught; private schools pay the costs of installation, but can usually apply to have running expenses paid by the commune. Only very rarely do students pay any part of the costs.

The things made by the children are sometimes sold or put into a lottery to cover some of the expenses, but generally are kept by the children themselves.

Staff

Class teachers themselves in most cases undertake to give handi crafts, with the necessary official permission. Should no teachers in a school have this permission, then a specialist teacher is appointed.

Persons who have obtained the primary teacher's certificate may sit for a special handicrafts examination; if they pass they are qualified to teach the subject, and the fact is noted on their certificate.

Miscellaneous

It is proposed to rationalise and standardise the teaching of handicrafts in Holland, but there are as yet not enough qualified teachers to make this possible.

Recent books on the subject include A. Groen's "Travaux Manuels" (Wolters, Groningen), D. Been's "Le Travail en argile, en papier et en bois" and "Le travail en bois" (Kluwer, Deventer), J. H. Roggeveen's "Le travail en bois" (W. J. Thieme, Zutphen), and H. Elsinga's "Travaux Manuels, I and II" (Wolters, Groningen).

HONDURAS

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts are taught in Honduras in the first four classes of the secondary school, to children of from twelve to sixteen years of age. They are compulsory, form a part of art education, and three hours a week are devoted to them. They are not taught in the final, fifth class.

Aims

According to the instructions published by the school authorities, the purpose of teaching handicrafts is mainly an educational one: through them children should acquire a certain manual training and discipline, and a habit of doing useful work.

Syllabuses

The handicrafts syllabus for boys comprises modelling, weaving, basketry, toy-making, metalwork, carpentry, bookbinding, soap-making, brush-making, pottery, tanning, house-painting, and work connected with the milk industry and fruit and vegetable preserving.

The syllabus for girls covers needlework, tailoring, embroidery, mattress-making and repair, millinery and flower-making.

Methods

No official instructions exist concerning methods. Teachers endeavour to grade the difficulties of the work, and ensure that whatever is made is of practical utility.

Exhibitions of the things the children have made are organised at the end of the school year, for parents and the general public.

Premises and Materials

There are official regulations concerning premises and materials for handicrafts. The materials used are provided or paid for by the parents, and the things made are generally used in the various homes.

Staff

There are no special schools or courses for training handicrafts teachers in Honduras. Such teachers may sometimes be responsible for other subjects as well.

Miscellaneous

Handicrafts were introduced into the secondary schools of Honduras five years ago. Apart from its educational value, the subject is deemed of great importance in connection with the country's industrialisation.

INDIA

From the replies sent by the Directors of Public Instruction of Madras, West Bengal, and the Central Provinces and Berar

Madras

Place of Handicrafts in the Curriculum

Handicrafts are taught in Madras in forms I to III (eleven to thirteen years) of the secondary schools, and in forms IV to VI (fourteen to sixteen years) in the form of hobbies and practical activities. The subject is obligatory, but is not included in examinations. One hour and a half a week are devoted to it.

The education given in forms I to III is a natural continuation of the " basic education " of the elementary schools, and its curriculum is generally built round a " basic craft," with which all other subjects are correlated as closely as possible.

Syllabuses

The handicrafts syllabus covers the " basic craft," and gardening and agriculture, woodwork, and hand-loom weaving, for boys, and the same, except that homecraft replaces one of the (non-basic) crafts, for girls.

Methods

Suggestions regarding methods have already been issued for the " basic craft " and for agriculture, and will be shortly for homecraft and weaving.

A central exhibition is held annually, in addition to school and district exhibitions.

Premises and Materials

Installation costs are met by the government in the case of government schools, and shared between the government and the management in the case of local body and " primate management "

schools. Materials are provided by the schools, pupils being required to contribute.

Things made are sold by auction or at the exhibitions.

Staff

Handicrafts are taught in Madras by secondary school teachers who have taken a course under specialist teachers. Eventually the class teachers themselves may be required to teach the subject, which will assist correlation.

Refresher courses are also arranged.

West Bengal

Place of Handicrafts in the Curriculum

Handicrafts are taught in all eight classes of the secondary schools in West Bengal, the average ages of the pupils being from nine to sixteen. The subject is ordinarily obligatory in the first six classes, and sometimes in the last two as well, but there are some schools where it is optional in all classes.

In most cases, one forty-minute period a week is devoted to the subject; in girls' schools, however, up to seven such periods may be devoted per week to needlework.

In some schools, handicrafts appear in the yearly examinations, and in others there is no examination in them, but prizes are awarded for efficiency. Handicrafts are generally taught as a separate subject, but in some cases in close correlation with subjects like art, science, history and geography.

Aims

No official suggestions regarding the aims of handicrafts have so far been issued. The subject is regarded as a means of training hand and eye, and of developing technical skill and an aesthetic sense. Needlework in particular is expected to a) secure neatness and thoroughness in sewing and develop a feeling for the importance of good fit, b) guide the girls' taste so that they come to prefer what is good and durable to what is showy, and c) train them in the economical use of material.

Syllabuses

Each school makes its own handicrafts syllabus, in the light of local conditions, subject to the inspector's approval, and with the

guidance of the official syllabus. This latter syllabus covers the following :—

1st year (" Class III ") : a) Cardboard work : constructing, in cardboard of suitable thickness, scales, geometrical solids, and boxes ; use of gum, paste, glue and fancy and coloured surface papers for embellishing and mounting. b) Clay modelling : modelling easy common fruits (peach, mango, plantain, etc.), flowers, leaves, and objects (ink-pot, knife, bowl, etc.), from life ; and modelling similar things, shown for a short time only, from memory.

2nd year (" Class IV ") : a) Cardboard work : applying the techniques learnt in the previous class to making more difficult flat and curved objects (cardboard protractor, box with inclined sides, clockface, model house, bed, vases, etc.). b) Clay modelling : modelling fruits (coconut, papaya, etc.), simple birds and animals (parrots, hare rats, frogs, etc.), and objects (kettle, sandal, padlock, etc.), from life ; modelling simple fruits or flowers with leaves, in relief ; and modelling similar things from memory (pupils being sometimes provided with the originals afterwards, to test the accuracy of their work).

3rd year (" Class V ") : a) Cardboard work : constructing models involving combinations of plane and curved surfaces (camp stool, hand lanterns, railway bridge, sundial, plough, etc.). b) Clay : modelling, carefully and critically, more difficult fruits (pomegranate, custard-apple, pineapple, etc., with a portion of twig), common objects (water jug, shoe, flower vase), insects and animals (beetle, lizard, snake, dog, etc.), and relief maps (river, delta, etc.) ; modelling from memory ; painting models in their natural colours.

4th year (" Class VI ") : a) Cardboard work : modelling involving the use of materials other than cardboard (wood, sticks, wire, string, pins, etc.) ; collectively constructing a railway station, village, etc. b) Clay modelling : constructing sections of fruits, and more difficult fruits, flowers, fruits, leaves, objects, birds, animals, insects, reliefs, etc. (arranged, in the case of flowers, fruits and leaves, sometimes according to the pupil's own fancy).

5th year (" Class VII ") : craft work for this year should be chiefly concerned with wood strip work, with a bias towards carpentry leading up to the courses of the following year ; construction of models involving the use of all materials used in the previous years and any other suitable materials (glass for windows, thin sheet metal, cement for walls, bridges, etc.).

6th year (" Class VIII ") : Woodwork begins in this year, covering drawing, and the use of common tools. The making of definite models should not be begun until pupils have become familiar with the tools and preliminary operations (including mortise and tenon

joints). Objects then to be made include soap-box, match-box, frame, and wooden rulers.

7th year (" Class IX ") : pupils learn the use of the few remaining carpenter's tools, work from dimensioned drawings supplied to them or made by themselves, and learn to sharpen tools.

8th year (" Class X ") : pupils make, embellish, finish and polish articles of a more advanced kind. Such articles include apparatus of use in the school (rulers, pointers, drawing boards, gymnastic apparatus, etc.). The girls' syllabus covers knitting, cutting out, dressmaking and embroidery.

Methods

No official instructions have been issued on methods, apart from the suggestions embodied in the syllabuses. Pupils construct things from models and drawings prepared by the teacher. Individual attention, so far as possible, is paid to the students at work.

Exhibitions and competitions are arranged in some schools, to encourage creative work and to raise the standard of execution.

Premises and Materials

The official secondary curricula contain detailed lists of the equipment, tools and materials required for each craft. The carpentry workshop must be provided with five four-place benches.

Installation costs are met by the government, in the case of government schools. In other cases, they are shared between the government and the local authorities, or defrayed by the schools themselves.

In the case of government schools, materials are provided by the government, pupils nevertheless in certain circumstances paying for them. In the case of non-government schools, materials are supplied by the school authorities, and in some instances pupils are required to pay small fees.

There is no fixed procedure for the disposal of articles made. They may be kept by the pupils who make them, sold at cost price (preference being given to the makers, and the proceeds going to the school or the pupils), or retained by the school as models, exhibits and teaching aids.

Staff

Handicrafts are taught by specialist teachers who in some cases give instruction in other subjects also. They are trained in the technical school. Instruction in handicrafts is also given at the normal schools.

There are no refresher courses. Needlework teachers are ordinarily required to pass the Lady Bradbourne Diploma Examination.

Miscellaneous

The School Committee's Report, published in 1949, and yet to be approved by the government, gives handicrafts a more prominent place in the curriculum. It advocates that the Senior Basic schools should be craft-centred, and that other schools should make provision for handicrafts in addition to literary and scientific subjects, in order to render education as practical and realistic as possible and not merely academic.

Some interesting experiments in arts and crafts have been carried out in Sri Niketan Viswabharati, on pottery painting, Manipuri weaving, etc. From other recent experiments, it is found that boys are more eager to make models of machines and mechanical devices (aeroplanes, ships, windmills) than ordinary things of daily use.

Two recent books of interest are "Kaj-Kheyal-O-Khela" (crafts, hobbies and games), by Moumachi (Calcutta, Mitralaya), and "Chheleder Hater-Kaj" (handicrafts for boys), by Nanigopal Chakravarty (Calcutta, Brindaban Dhar).

Central Provinces and Berar

Place of Handicrafts in the Curriculum

Handicrafts are taught as an optional subject in all seven classes (V to XI) of the secondary schools in Central Provinces and Berar. The age range of the pupils in these classes is from eleven to seventeen. The subject is a separate one, to which three forty-minute periods a week are devoted.

Aims

The aims of handicrafts are defined in "Reorganisation of Secondary Education", the report, published in 1948, of a committee appointed by the Congress Ministry to inquiry into the reform of high school education in Central Provinces and Berar.

The subject is expected to a) give pupils habits of concentrated work requiring hard labour, perseverance and ingenuity; b) cultivate skill and so impart self-reliance and self-confidence; c) foster aesthetic sensibility and provide opportunities for creative self-expression; d) provide occasion for correlation of work done in scientific and literary subjects; and e) provide useful and pleasant occupations for leisure hours.

The immediate objectives of the subject for the first stage (classes V to VII) are to a) develop attention, perception, coordination of hand and eye, imagination and good taste ; b) impart the use of the main tools ; c) form correct habits in handling materials and tools ; and d) foster appreciation of the joy and dignity of manual work.

For the second stage (classes VIII and IX), these objectives are to a) study the nature of the material used ; b) teach the scientific processes involved in the work ; c) develop technique and taste for good finish ; and d) encourage creative imagination and inventiveness.

For the third stage (classes X and XI), these objectives are to a) acquire the skills and techniques of the given craft ; b) develop a high standard of accuracy, finish and taste ; c) teach scientific principles involved in the work ; d) teach the business and commercial aspects of the particular craft ; and e) develop the character and confidence of a good craftsman.

Syllabuses

The handicrafts syllabus for boys in classes V to VIII covers modelling, cardboard work, basketry, weaving, woodwork, metalwork, and—where the pupils so desire and a qualified teacher is available—the elements of tailoring. It also makes numerous suggestions, and gives an obligatory list of basic exercises and a varied selection of models, for each craft.

The girls at the same level do either needlework or practical work (cookery, in particular) within the framework of domestic science.

In the remaining secondary classes (IX to XI), the boys' syllabus covers woodwork and metalwork only. In woodwork, the basic exercises include more difficult joints, and their application in making frames for pictures and mirrors, boxes, trays, letter-boxes, stools, chairs, tables, etc. In metalwork, the basic exercises cover filing and hammering, cutting, uniformity of calibre, annealing, hardening, tempering, and their application to making latchets, locks, hooks, farm rakes, knives, etc.

Girls at this level (classes to IX to XI) do only needlework.

Methods

The syllabuses contain suggestions on methods, without recommending any given method. In modelling, for example, copying from nature is recommended, and the avoidance of hiding mistakes by painting or varnishing over.

It is also recommended that as a rule, scale drawing should precede work at the bench. Pupils should know the sources of the

materials they are working with (and perhaps collect specimens of them), and be able to sharpen and maintain tools.

Handicrafts exhibitions are arranged occasionally.

Premises and Materials

The government pays the costs of installation and materials, directly in the case of government schools, and by means of grants in the case of other schools. The pupils are not required to contribute.

Articles made are usually sold.

Staff

Handicrafts teachers are trained in special courses. Facilities for such training being relatively restricted, there are no refresher courses.

Miscellaneous

Suggestions for the reform of secondary education as a whole, including handicrafts, are contained in the report referred to above : " Reorganisation of Secondary Education " (Board of High School Education, Central Provinces and Berar, 1948).

IRELAND

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts are an optional subject in the two Intermediate Certificate classes, of which the total age range is from twelve to sixteen year of age. If a pupil chooses the subject, he is then required to offer "Manual Instruction" for the Intermediate Certificate Examination, and undergo written and practical tests in it. Two forty-five minute periods a week are normally devoted to it.

"Manual Instruction" as such appears in the Department of Education's secondary curriculum, and the schools themselves are free to supplement that curriculum with leather work, embroidery, etc.

Syllabuses

The official syllabus of "Manual Instruction" states that wood is as a rule the material to be employed, but schools are left free to include metal as well, especially for objects to be used in the science laboratory.

In the first year, pupils learn the technique of woodwork through a series of graded exercises involving the use of the various tools, the avoidance of a rigid separation between practice and actual execution being recommended. Such exercises are preceded by an introduction to different types of projection, and completed by practice in sawing, nailing, screwing, decorative chisel work, and the making of easy objects.

In the second year, pupils proceed to use more difficult techniques and make more difficult objects ; it is recommended that opportunity be given them to exercise their powers of making models of their own. In rural schools preference is given to objects of use in the home, garden or farm.

At least two class periods in each year should be devoted to an examination of growing trees.

Headmasters of schools are free to submit alternative syllabuses for approval to the Department.

Methods

The official syllabus recommends that pupils be encouraged to suggest or design some of the exercises and models, the teacher then merely guiding and grading the work. Great importance is attached to securing a proper relation between practical work and drawings, from simple sketches to full working plans.

The holding of exhibitions is a matter for the individual schools.

Premises and Materials

Special grants ranging from £15 to £30 per class are payable by the Department of Education in respect of handicrafts. The Department's inspectors are responsible for the adequacy of equipment in schools aided in this way.

In addition to the usual equipment of benches and tools, a workshop should be provided with a lathe, details of mechanisms, Meccano sets, and any other objects which will develop the constructive and inventive powers of the pupils.

Pupils generally keep the articles they make.

Staff

Instruction in handicrafts is given by specialised teachers who for the most part have received vocational teacher training.

ISRAEL

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts are optional in all classes of the secondary school in Israel, the children being from fourteen to seventeen years of age. Two hours a week are devoted to the subject ; it is a separate subject in the curriculum, but has no examination.

Aims

Instructions on the aims of teaching handicrafts have not yet been issued, being still under consideration.

Syllabuses

The handicrafts syllabus covers cardboard work, carpentry, metalwork, and electricity for boys, and knitting, needlework, weaving and domestic science for girls.

Methods

General directives are issued by the school authorities. Questions of method are discussed at teachers' conferences.

Premises and Materials

Costs of installation are paid by the government and the school directors, those for materials by the school directors. Students may keep the things they have made.

Staff

Handicrafts are taught by specialist teachers with diplomas from special training centres. There are a number of further training courses.

Miscellaneous

The question of making handicrafts a compulsory subject and of giving more time to the subject, is now under consideration by the school authorities.

Handicrafts centres have been opened in the larger towns, and recently a bulletin exclusively on handicrafts was published.

KOREA

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts are taught in Korea in the first three classes of the secondary school, for one or two hours a week, according to the wishes of the teacher. They form a separate, optional subject, the children being from twelve to fifteen years of age.

Aims

Handicrafts are expected, on the one hand, to give a child skill in using tools and machines in common use, and, on the other, to enable him to think creatively and to persevere.

Syllabuses

The handicrafts syllabus covers a) in the 1st year, making simple objects for use in school, from wood and bamboo, using common tools, and clay modelling, drawing, making plans, etc., b) in the 2nd year, making objects of wood and metal, using simple machines, making objects of plaster, and drawing, sketching, making plans, etc., and c) in the 3rd year, making objects in cement and plaster, wood and metal, using simple power-driven machines, and drawing, making plans, etc.

This syllabus is on the whole the same for both boys and girls.

Methods

There are no official instructions or suggestions as to the methods to be employed in teaching handicrafts. Many teachers use the method of controlled work or projects.

Exhibitions are organised from time to time to arouse the children's interest and sense of competition.

Premises and Materials

No official instructions exist concerning materials and premises for handicrafts. The school pays the costs of installation, and students provide materials and pay part of the expenses. Students generally keep the things they have made.

Staff

Handicrafts teachers usually do not teach other subjects, but have not had any special training. Further training vacation courses are arranged for in-service teachers.

LEBANON

From the reply sent by the Ministry of National Education

Place of Handicrafts in the Curriculum

Handicrafts form a compulsory subject in Lebanon in the first four classes of the secondary school, but there is no examination in them. The children in these classes are from eleven to fourteen years of age. The subject is a separate one, and one hour a week is reserved for it.

Syllabuses

The handicrafts syllabus for girls concentrates on the feminine crafts : dressmaking, mending, and making underclothes and layettes.

The boys' syllabus comprises work on copper (copper wire in particular), making simple objects or ornaments by folding and plaiting, and the use of the most common tools, in the 1st and 2nd class. In the 3rd and 4th classes the same work is first extended and amplified, and the syllabus then goes on to include the setting up of everyday electrical apparatus.

Methods

Teaching is done collectively. Practical work is invariably preceded by blackboard explanations and sketches from the teacher. Exhibitions are arranged from time to time in order to arouse a friendly spirit of competition among the pupils.

Premises and Materials

No official instructions exist concerning premises and materials. The students themselves pay for necessary materials, and at the end of the school year take away and keep what they have made.

Staff

Handicrafts are taught both by specialist teachers who have no other subjects, and by ordinary teachers who teach other subjects as well.

LUXEMBURG

From the reply sent by the Ministry of National Education

Place of Handicrafts in the Curriculum

Handicrafts in boys' secondary schools in Luxemburg are not treated as a separate subject, but merely as part of drawing and of subjects for which experiments are necessary, such as natural science and chemistry. Pupils are not always obliged to take the subject, and there is no examination in it.

In girls' secondary schools, on the other hand, needlework is obligatory in the first three classes, that is to say, in the lower division, the children being from twelve to fifteen years of age. Two hours a week are devoted to the subject. In the four following classes needlework appears only in the domestic science sub-section, and then only as part of the domestic science, social and art subjects replacing Latin (eight hours a week). There is no examination for needlework, but the marks obtained for it are recorded in pupils' reports.

Aims

So far as drawing is concerned, the modelling and sticking exercises done in connection with it are expected to familiarise the pupils with the materials used and their potentialities for composition, and help them to realise where their special talents lie.

The various domestic science subjects, on the other hand, tend simply to prepare the girls to fulfil intelligently their future tasks as wife, mother and housekeeper.

The few simple experiments and tests done in connection with physics, chemistry and biology, serve to complement the science teaching by affording concrete and practical demonstrations of its theory.

Syllabuses

Introduction in drawing includes exercises in modelling, cutting out, sticking, composition, and decoration and ornamentation, special emphasis being given to these activities in the case of girls.

Once or twice a year (for boys, only during their first year) the classrooms are decorated by the class working as a group.

The science syllabus includes the microscopic examination of plants and simple experiments on germination, nutrition, respiration, transpiration and heliotropism; practical work in chemistry covers the use of apparatus, the common operations, experiments with metals, and soap-making.

The needlework syllabus comprises knitting, mending, and making clothes and layettes, in the first three classes of girls' secondary schools, cooking, washing and ironing being added to these activities in the four top classes in the domestic science sub-section. Instruction in domestic science also includes lessons on child care, with demonstrations at a children's home or crèche, and applied design.

Methods

Recommendations as to methods are not included in the syllabuses.

It is customary to hold an exhibition each year of the needlework done by the girls passing from the lower division (first three classes) to the higher division. As mentioned above, there is no examination in the subject, and this exhibition serves as a means of controlling the standard of the work.

Premises and Materials

The government or the commune pays the costs of installation, while pupils pay for the materials they use. Objects made in the science courses are used as teaching materials. Girls keep the things they make in needlework.

Staff

The practical work in connection with science subjects is done under the direction and supervision of the respective teachers. Mistresses for needlework are trained at special schools and must pass a state examination.

Miscellaneous

No modifications of the handicrafts programmes are likely in the near future.

MONACO

From the reply sent by the Ministry of State

Place of Handicrafts in the Curriculum

Handicrafts form a compulsory subject in Monaco in the first four classes of the secondary school, except the philosophy classes, where the subject becomes optional and for girls only. The children are from ten to seventeen years of age.

In the last two classes of the secondary school, the subject is taken optionally by both boys and girls.

The subject is a separate one at all levels, and one hour a week is devoted to it. There are no examinations in handicrafts.

Syllabuses

The handicrafts syllabus for girls is carefully graded over the four years, and includes knitting, needlework and tailoring, decoration and common applications, washing and ironing, the care of clothes, cooking and child care.

The syllabus for boys covers, in the 1st year, cardboard work, folding, cutting out, sketching (with elevation), and drawing and making simple objects, and then, in the 2nd, 3rd and 4th years, woodwork and metalwork.

The last two years are devoted to a revision of all work done in the first four classes.

Methods

There are no official recommendations on methods. Exhibitions and competitions are organised in order to interest and encourage students.

Premises and Materials

No official instructions have been issued concerning materials or premises for handicrafts. Students pay part of the costs of materials. The best made objects are kept for the exhibitions.

Staff

The drawing teacher is responsible for handicrafts for boys, and an assistant teacher in the case of girls.

NEW ZEALAND

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Unless exempted for special reasons accepted by his headmaster, every child at secondary level in New Zealand must take music, and a craft or one of the fine arts, for three years, up to the School Certificate stage, i.e., from Form III to Form V, between his thirteenth or fourteenth birthday and his fifteenth or sixteenth.

Two and a half hours throughout these three years are devoted to music plus whichever of the two options he chooses, in all secondary technical and combined schools, the secondary departments of district high schools, the Correspondence School, and registered private secondary schools, and in every class above Form II in all public, intermediate, or registered private schools. There are no yearly examinations, but certain crafts may be offered for the School Certificate.

Handicrafts are taught as far as possible in correlation with other subjects, more especially art, literature and drama. In the case of girls, homecraft and dressmaking are accepted as crafts.

Aims

So far as the aims of handicrafts are concerned, the school authorities recommend "that, in addition to music, every pupil should have a course in a substantial craft... In making this choice of crafts, teachers should be guided by certain considerations. Only those crafts which are capable of considerable development in the hands of the pupil should be selected, i.e., they should call out his powers and stimulate his creative activity; they should lead him to further practice in adult life or at least should establish criteria of design and craftsmanship that can be applied in later life. A good craft is also one that demands the disciplined attention of the pupil and gives in return for good work the joyful sense of achievement. The discipline of understanding the limitations of the material one is working with is an experience that every pupil should have... The boy [or girl] should be led to set a high standard of design and

finish, and should come to be dissatisfied with poor work. It should be added that pupils should be made aware of the history of the crafts they undertake, learning something of their technical development and their changing social significance."

Syllabuses

No definite handicrafts syllabus is as yet drawn up, but the basic requirements are set forth in the official Syllabus of Instruction, a selection having to be made of one or more of the following crafts: bookcraft, leatherwork, metalwork, woodwork, paper maché, puppetry, embroidery, textiles (including spinning, weaving, carpet-making and textile printing), block printing (including preparation of lino blocks), carving in wood or plaster, pottery, or any other suitable craft.

There is not necessarily any difference between the syllabus for boys and that for girls. The latter, however, usually prefer homecraft, embroidery, dressmaking, dress designing, fabric designing, and the like, and this has resulted in it being officially recommended that all girls should be given the opportunity to practise, in addition to these crafts, others that are less closely related to the management of the home.

Methods

No official suggestions as to methods have so far been made, but are to be expected shortly. Methods vary very considerably from school to school. Exhibitions are not generally held, but are encouraged by the Ministry.

Premises and Materials

Provisions in regard to premises, equipment and materials depend very much on the individual school, but are under the general supervision of the Ministry of Education. All new schools are being extensively equipped in regard to handicrafts.

The Ministry defrays the installation costs of new or additional premises, and makes a general grant to all post-primary schools for equipment and materials. The majority of materials used are thus bought through the Ministry, the only exceptions being certain special materials (leather and fabrics, for example), for which pupils pay a nominal charge.

Objects made are usually kept and used by the pupils themselves.

Staff

The majority of craft teachers at secondary level are specialists, who have obtained a New Zealand university diploma of fine arts, which is equivalent to a bachelor of arts, and the course for which is a three-year one in either of the two university schools of art. In-service training is provided by refresher courses.

Miscellaneous

A national refresher course for all art and craft specialists, both primary and post-primary, was held in January 1949, and the teachers present submitted an extensive report to the Ministry of Education for consideration. The essential idea of this report is that art and craft teaching should be extended into the post-primary schools, using the excellent and already functioning "Primary School Scheme" as a basis.

An association of New Zealand art and craft teachers was formed at the same time, with the purpose of fostering art and craft in New Zealand education in general. A simplified, standardised method of screen printing on silk was recently introduced into a number of post-primary schools, and enthusiastically received. Experimentation with other fundamental crafts is proposed, and their introduction into the schools.

Among books of value for reference may be cited "Post Primary School Curriculum: Report of the Committee appointed by the Minister of Education in November 1942", "The Education (Post Primary Instruction) Regulations 1945", "Arts and Crafts in the Primary School: Report of the Syllabus Revision Committee 1949", and "Tentative Scheme".

NORWAY

From the reply sent by the Ministry of Religion and Education

Place of Handicrafts in the Curriculum

In Norwegian secondary schools, handicrafts are taught in the first three classes, the children being from fourteen to seventeen years of age. The subject is a compulsory one, to which two hours a week are devoted, and in which pupils are examined. It is a separate subject, but so far as the boys at least are concerned, every effort is made to teach it in correlation with other subjects in the secondary curriculum.

Aims

Official instructions define the aims of handicrafts as being both educational and practical. The subject is expected to give a child a delight in work, foster his initiative and will-power, prepare him through group activity for social life, and develop his intelligence. The results to be achieved from a practical point of view are those in harmony with the particular interests and tasks of each sex.

Syllabuses

The handicrafts syllabuses now in force were drawn up in 1945 by the higher education council. The girls' syllabus, which differs from that for boys, covers dressmaking (use and maintenance of a sewing machine, and making modern underclothes, table-cloths, blouses, skirts and simple dresses, from a pattern) and knitting (gloves, stockings, socks, and other articles chosen by the girls themselves). The boys' syllabus includes cardboard work, woodwork and, in some cases, metalwork.

Teachers are given a very interesting and varied choice of objects to make, in some recent publications of Fabritius, with detailed instructions concerning the use of tools and elementary techniques, and allowing for a distribution of work according to age and ability.

The objects so suggested include a) for cardboard work : a great number of toys made by the simple folding and cutting out, a

variety of boxes with original forms and ornamentation, folders, albums, blotters, games for small children, and Christmas tree decorations; b) for woodwork: toys, household articles, paper-knives, small boxes, shelves, coat-hangers, stools, trays, frames, candlesticks, candelebras, paper-weights and even simple pieces of furniture; and c) for metalwork: bowls, ash-trays, candlesticks, strainers, funnels, and articles in wrought iron.

Methods

So far as dressmaking is concerned, no special recommendations on methods are made by the school authorities. The mistress's task is facilitated by the advice of experts. In the first and second year the pupils work under the supervision of the mistress; in the third they are left to their own initiative, and devote most of their time to altering worn garments, work calling for imagination and a practical turn of mind. Exhibitions are organised by the schools themselves. Competitions are not deemed necessary, the girls being quite interested in the work without them. The younger children willingly learn from the older ones.

As regards woodwork, on the other hand, recommendations on methods are contained in the syllabus. Exercises are for the most part so framed that a pupil's interest is directed more to the object he is making than to the particular exercise. Very detailed suggestions on technique, moreover, are given in the books mentioned above.

Premises and Materials

The higher education council is responsible for the installation and equipping of premises for handicrafts, its decisions being taken after consultation with specialists. The official rulings in this matter are given in the secondary education act and in the school building plans.

Costs of installation and generally of materials, are paid by the municipal authorities. Things made are kept by the pupils.

Staff

Dressmaking is taught for the most part by specialist mistresses, who may in some cases have other subjects to teach as well. In country districts where qualified staff is lacking, a dressmaker may be temporarily appointed to teach the subject.

These specialist mistresses are trained at the women's national industrial school. The course lasts four months (three until 1942) and concludes with written and practical examinations giving the right to teach needlework in primary and secondary schools. The question of extending the course to a year and a half, interspersed with periods of teaching practice, is now being considered. Refresher courses for in-service mistresses have been organised each summer since 1930.

Handicrafts have so far been taught either by secondary school masters with the necessary knowledge or by craftsmen. Until 1920 primary school teachers were allowed to qualify for the subject by taking certain official courses, and since that date the primary teachers' association has organised state-aided summer courses.

A special school for handicrafts, the national school of handicrafts and drawing, was established in 1938, where primary teachers or persons with an equivalent education may qualify to teach the subject. The course lasts one year, and the final examination comprises a) written tests on industrial design, history of art, pedagogy and method, and certain options, b) oral tests on tools and materials, and the theory of colour, and c) practical tests on cardboard work, woodwork, and the technique of form and colour.

Miscellaneous

The syllabuses now in force were introduced only a short time ago, in 1945, and have proved satisfactory. Among other things it has been possible as a result to reduce the duration of apprenticeship by one year.

The books on handicrafts, published by Fabritius & Sons of Oslo, which were mentioned above, include Bernt Landrø's " Sløjd Tegninger med Arbeidsgang " (craft sketching — 1945), Finn Kraft's " Pappsløjd " (cardboard work — 1945) and " Tresløjd " (woodwork — 1948), and A. Stubhaug's " Metallsløjd " (metalwork — 1945). These books are sent free by the publisher to persons interested, and are more in the nature of works of reference for teachers than textbooks for pupils.

A recommended book on needlework, from the same publisher, is Mosse Smeby Skant and Astrid Stokkland's " Nar vi syr selv " (when we ourselves sew — 1945).

PANAMA

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts are obligatory in Panama for boys, in the third year (the last year of the first cycle) and the fourth year of the secondary school ; the boys in these two classes are from fifteen to sixteen years of age. One hour on each of four days a week is devoted to the subject.

The subject is a separate one, but is nevertheless regarded as being complementary to, and a field of application for, what is learnt in other subjects. Domestic science for girls is treated in the same way.

Aims

Handicrafts are said in the syllabus to have a number of educational aims. Pupils are expected to acquire skill in the use of tools, learn to appreciate harmony of line and proportion, and develop taste, a practical sense and orderly habits.

Syllabuses

The main points in the boys' handicrafts syllabus for the two years mentioned above, are as follows :—

a) Drawing. Use of set-square, compass, stencil and dividers ; scale-drawings and plans of objects to be made ; industrial design (sketches and drawings of machines, furniture and apparatus, interpreting and copying plans).

b) Modelling. Making geometrical solids, boxes with and without lids, photo-frames, pencil-boxes, and other objects to choice.

c) Woodwork. Use of the principal tools (T square, compass, marking knife, saw, jack plane, brace, screwdriver, beading plane, rasp, marking gauge, vice, hammer) ; knowledge of materials (wood, paints, enamels, glues and varnishes) and their preparation ; knowledge of the woods used in the industries of Panama ; preliminary operations (cutting wood to given dimensions, joints) ; making simple

objects to drawings made by the pupil, and approved by the teacher, in advance (walking-sticks, key-racks, axe and hammer handles, pencil-boxes, trays, frames, serviette rings, coat-hangers, consoles, paper-knives). When more advanced, pupils are left more free to choose objects to make (ironing boards, suitcases, stools, benches, tables, cupboards, letter-boxes, hutches, cradles).

d) Metalwork. Simple forge work, soldering and rivetting; easy repairs involving the use of the main tools; making objects involving the various techniques learnt and leading up to possible specialisation later on.

e) Modelling. Plastic work from a model (fruit, rose-work, simple decorative motifs, and others to choice.)

The girls' syllabus covers household tasks and domestic science in general, and aims at preparing the pupils for their future home duties.

Methods

Handicrafts teachers are free to choose the methods they consider most in keeping with the aims of their subject. They are recommended to give preference to practical work, without however neglecting to explain theory and technique whenever the need arises. Handicrafts should be so taught as to serve as the ground and basis of future specialised activities, the same technical principles of design being applicable to all manual crafts.

Competitions and exhibitions take place in all schools at the end of each term.

Premises and Materials

All schools possess a workshop installed and equipped at government expense. Costs of maintenance and improvement are met from sales of objects made, the pupils receiving a percentage of the proceeds. On the basis of funds collected in this way, the school is able to contribute to the costs of materials, for which the state is in principle responsible, teachers and pupils bearing their share.

When the obligatory, terminal exhibition is ended, some of the exhibits are put on sale, others are distributed among the pupils, and the rest sent to the Ministry of Education.

Staff

In each school there is a specialist handicrafts teacher, who may be called on to teach other subjects, however, if the school population

is rather large. Such teachers must possess at least a secondary certificate of some kind, and have taken a special course at schools such as the " Melchor Lasso de la Vega School of Arts and Crafts " or the " Hospice Don Bosco ", or an industrial arts course.

Miscellaneous

The Ministry of Education is now studying ways and means of increasing handicrafts activities by setting up fully equipped workshops in all schools. It is also proposing to give more importance to handicrafts in normal training, in order that they may form an integral part of every teacher's professional equipment.

PERSIA

From the reply sent by the Ministry of National Education

Place of Handicrafts in the Curriculum

In Persian secondary schools the term "handicrafts" covers drawing on the one hand, and needlework and domestic science on the other. Various small objects serving as teaching aids are made in lessons on other subjects, but handwork proper, such as carpentry, metalwork, gardening and bookbinding, are taught only in the primary normal schools, which do not come within the scope of the present inquiry.

Drawing is a compulsory subject, to which two hours a week is devoted, in all but the last of the six classes of the boys' secondary school, and in all the five classes of the girls' secondary school. Girls in addition take needlework for one hour a week.

Syllabuses

The needlework and domestic science syllabus for girls includes tailoring and sewing, making common articles of clothing, mending, embroidery, and Persian and European cooking.

Methods

Teachers are allowed a free choice of methods. Exhibitions are arranged by the schools and also the youth movements, in order to stimulate interest in handicraft activities.

Premises and Materials

New schools are specially equipped for handwork, needlework and cooking, and in old schools a room is arranged for the purpose.

Costs of installation are paid by the state, those of materials by the students. When an exhibition is over, students may take away and keep the things they have made.

Staff

Needlework and dressmaking mistresses are chosen from among persons with a diploma from the girls' school of arts, or professional dressmakers with teaching ability. Professional women-cooks with a certain level of general education teach cooking. Such teachers are not expected to take other subjects.

Miscellaneous

Modifications of certain parts of the educational system in Persia are planned, especially in connection with the introduction of new methods in the primary school and the setting up of vocational schools, and increasing emphasis is being laid on handicrafts, but secondary schools have not so far been directly affected.

PERU

From the reply sent by the Ministry of Education

The information received from Peru concerns the top classes of the primary school, in which handicrafts are given as "activities" *(actividades)* forming part of the general teaching, and also as a separate subject covering cardboard work, bookbinding, woodwork, modelling, basketry, weaving, metalwork and school gardening.

PORTUGAL

From the reply sent by the Ministry of National Education

Place of Handicrafts in the Curriculum

Handicrafts in Portugal form a compulsory subject in the first and second class of the secondary school, the children then being from ten to fourteen years of age. The subject is called "Drawing and Handicrafts" *(desenho e trabalhos manuais)*, and taught to groups of not more than twenty pupils at a time ; it is considered a valuable complement to the other subjects in the curriculum. One hour a week is devoted to it. There is no examination in the subject.

Aims

Official instructions accompanying the syllabus clearly indicate that the main aim of teaching handicrafts is an educational one. The subject is expected to satisfy a child's need to act and construct, develop his practical sense and creative power, and train him to be accurate. It is deemed an important instrument of education in its widest sense.

Syllabuses

The handicrafts syllabus covers modelling (clay and plasticine), cardboard work, felt-work, woodwork and lino-cutting. Teachers choose the items in these activities that are most suitable for the interests and customs of their particular neighbourhood or region. Some of the suggested objects in the syllabus, such as boxes, albums, covers for exercise-books, draught boards, paper-knives, pocket-books and folders, are intended to be made more especially by boys; others, such as needlework boxes and baskets, needle cases, and things of felt, by girls.

Wherever possible, the boys also make models of sailing ships (masters and yachts), warships and aeroplanes.

The syllabus also includes a series of exercises for applying what has been learnt in other subjects, as in making, for example, objects and apparatus necessary for geography.

Methods

So far as methods are concerned, official instructions recommend that teaching should as far as possible be individual, and that prime importance be attached to children's ages, capacities, interests and preferences, but without failing to insist on accurate and serious work. The difficulties of the subject should be graded. Teachers should never forget the educational nature of handicrafts; they should be the pupils' guide and friend and help them to persevere and give of their best.

Order and tidiness in the workshop should be the result of a freely accepted discipline.

All secondary schools organise an annual exhibition of work done. The national youth movement organisation also arranges the annual "salon of aesthetic education", the participants being not only school children of all levels, but also members of various non-school associations.

Premises and Materials

Almost all secondary schools in Portugal possess a fully equipped workshop. The Ministry of National Education is responsible for installation and maintenance; pupils pay for materials, and keep whatever they make, except things of value in teaching, which are retained by the school.

Staff

"Drawing and handicrafts" teachers take a two-year course at the "D. João III" normal secondary school at Coimbre, to which they gain admittance after written, oral and practical examinations, and where they work under the supervision of a teacher of method. At the close of the course they sit for a state examination for a teaching certificate.

Miscellaneous

The present syllabus came into force in October 1948, and no changes in it are contemplated for the time being.

SALVADOR

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts were introduced into the secondary schools in Salvador in 1947, and now form an optional subject in the first three classes, the children being from fourteen to sixteen years of age. Two hours a week are devoted to the subject; there is no examination.

According to official instructions, handicrafts should offer a field of application for, and be closely linked with, other subjects in the curriculum. In practice, the scope of the subject is wider than this, and embraces activities varying with local conditions and industrial needs.

Aims

It is officially recommended that handicrafts should be regarded mainly as ancillary to general education. It is deemed an excellent means of developing initiative, skill and invention, and a valuable factor in vocational training.

Syllabuses

The handicrafts syllabus covers work in connection with other subjects in the curriculum, such as making objects and apparatus for physics, geography and natural science lessons, and some handwork proper—bookbinding, cardboard work, woodwork and metalwork.

At present the syllabus is the same for boys and girls, but adaptation of it to the special interests of each sex is under consideration.

It is proposed to introduce needlework, preserving, and making toys and objects useful in the household, into the syllabus for girls.

Methods

Handicrafts having been introduced only recently into Salvador's secondary schools, the subject is still in the experimental stage, and no

instructions on method have so far been issued. In this matter teachers are guided solely by their own skill, experience and initiative ; exhibitions are organised from time to time to give opportunity for an exchange of views.

Premises and Materials

Facilities for handicrafts are still very inadequate. The technical problems of equipping schools are now under consideration.

Pupils pay for the materials they use, and keep the things they make.

Staff

Handicrafts teachers are not responsible for other subjects as well, but have had no special training. They are selected from among persons with an aptitude and liking for the work. The school authorities are aware of the need for training courses.

Miscellaneous

As mentioned above, the Ministry is contemplating considerable changes and improvements in the handicrafts programme, and also the possibility of making the subject an obligatory one. The whole question of organising efficient instruction in it is being studied at the present time.

SWEDEN

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Needlework is a compulsory subject for girls in Sweden, in the first two classes (thirteen to fifteen years) of the four-year modern secondary and the communal intermediate school, in the first three classes (eleven to fourteen years) of the five-year modern secondary school, and in all classes (eleven to eighteen years) of the girls' communal school. Two hours a week are devoted to the subject in all these classes, except those of the girls' communal school, where the total varies between two and three. There are no examinations in the subject, except in certain intermediate schools with a practical bias, where it occupies, together with domestic science subjects, a more important place than elsewhere.

" Slöjd " is taught to boys at the four-year modern secondary school, for two hours a week in the first two classes and three hours in the third class (being obligatory only in the first class), and at the five-year modern secondary school for two hours a week in the first three classes and three hours in the fourth class (being obligatory only in the first two classes). Pupils in the top class of these two types of school, as also pupils from grammar schools, may take part in the " slöjd " done in these classes, if they so desire and circumstances permit.

Handicrafts form a separate subject, but are articulated as closely as possible with drawing.

Aims

The aims of handicrafts, for both boys and girls, are defined in the official syllabuses as being to give pupils a manual skill enabling them to make simple objects in various materials, based on, and applying, what they have learnt in the primary school, and to develop their respect and liking for physical work, their practical sense and their awareness of beauty.

Syllabuses

The needlework syllabus for girls covers dressmaking, embroidery, knitting, crochet, and the use and maintenance of a sewing machine.

In the first year the " slöjd " syllabus for boys comprises woodwork, simple objects being made which call only for easy nailed, screwed or mortised joints, and finishing by staining or polishing.

In the second year boys learn the various kinds of joints, and may make things of their own choice. Finishing now includes painting. They make a start with metalwork by adding metal fittings, such as hinges and locks, to objects made of wood.

In the third year they learn further jointing and finishing processes in woodwork, and for metalwork make objects involving tin-cutting, rivetting, and the use of file, bradawl, chisel and forge.

In the fourth year the variety of objects made in wood is extended to cover those of use in home or school. Collective lessons are often given on the making and repair of objects in common use by the whole class. Metalwork covers the making of objects involving practice in processes already learnt and in new ones such as shaping sheet-iron by cutting and folding, and hammering, soldering and, if circumstances permit, turning and more advanced forge work. Pupils also make apparatus for the physics and chemistry laboratory, and simple machines.

" Slöjd " also covers bookbinding (cardboard work, assembling and cloth-binding).

The study of materials, maintenance of tools and decoration also form part of the syllabus in all classes.

Methods

As regards needlework, suggestions on teaching methods are given in the official syllabuses. The special nature of the subject is considered to call mostly, although not invariably, for individual teaching. Exhibitions of the work done are arranged at the close of the school year, in order to arouse interest among both the pupils and their parents.

Premises and Materials

Regulations concerning workshops have been drawn up by the school authorities. Costs of installation in both municipal and state schools are defrayed by the school itself. Girls keep the things they make, for which in most cases they are expected to buy the material.

Staff

Needlework mistresses are specialists, not being responsible for teaching other subjects, and must have taken a special course of

three years, of which the last two are mostly devoted to teaching practice.

Miscellaneous

No modifications of the needlework syllabus are contemplated at present. Any changes that might be suggested would in any case be in the direction of attaching more, rather than less, importance to the subject.

"Slöjd" for boys is not yet taught on the same scale as needlework, owing to lack of qualified teachers and suitable premises.

SWITZERLAND

From the replies sent by the cantonal Departments of Education

Basel-City

Place of Handicrafts in the Curriculum

Handicrafts are taught in all four classes of the secondary schools in Basel-City, the children being from eleven to fourteen years of age. The subject is a separate and obligatory one, but there are no examinations in it. Two hours a week are devoted to it in the boys' schools *(Knabensekundarschule)*, and six hours a week in the first and second, and four in the third and fourth classes, of the girls' schools *(Mädchensekundarschule)*.

Aims

The aims of handicrafts for the boys are officially given as being to exercise eye and hand, to develop a sense for form and colour, to accustom a pupil to doing accurate work, to cultivate his taste and awareness of beauty, and to lead him to appreciate materials. The subject is one which arouses a propensity and a liking for manual activity, which in favourable circumstances may be educational in a general sense, and which fosters comradeship and cooperation.

So far as girls are concerned, on the other hand, the aims of the subject correspond to the tasks which they will be called on to perform in the home. They must be able to make underclothes and simple garments, and household objects, tastefully, independently and efficiently. They must acquire manual skill, and still more a certain judgment enabling them to keep in mind the practical value of the things they make.

Syllabuses

The handicrafts syllabus for boys is not included in the official plan of studies, being drawn up each year at a special conference of teachers.

The girls' syllabus covers hand and machine sewing, knitting, crochet, mending, decoration, and making underclothes, clothes and baby clothes.

Methods

Official recommendations on methods exist only with regard to girls' schools. Girls should first be left to think and experiment for themselves in giving form to whatever it is they are to make, and then, and only then, should the mistress suggest ways of improving it and making it usable. Designs for ornamental purposes should similarly be allowed to stem from the girls themselves. The more able and rapid pupils, having completed the ordinary programme, may be given more advanced work to do, which nevertheless should not be especially difficult.

There are no competitions. Each school arranges an exhibition of the things that have been made during the school year, in order to show the teachers and the public something of the work being done.

Premises and Materials

Premises and materials are paid for by the canton, and pupils are not required to contribute. Things made are kept by the pupils.

Staff

Handicrafts are taught to the boys by secondary teachers who took the subject as one of the options in their diploma examination.

Needlework, on the other hand, is taught to the girls by specialist mistresses, who are not responsible for other subjects, and who have taken a three-year course of training, either at the school of feminine crafts *(Frauenarbeitsschule)* or the cantonal normal school *(Kant. Lehrerseminar)*.

Miscellaneous

A book of note is Elis Kupferschmid's "Frohes Schaffen im Handarbeits-Unterricht" (teaching handicrafts creatively — Aarau, Sauerländer).

Geneva

Place of Handicrafts in the Curriculum

In the canton of Geneva handicrafts are taught at secondary level in the following schools :—

a) The girls' high school. The subject is here given for two consecutive hours a week in both the classical and modern section of the two classes forming the lower division (thirteen to fifteen years of age), and in the first three classes of the general section of the upper division (fifteen to eighteen years of age).

b) The boys' modern secondary school. Here the subject is taught for two consecutive hours a week, in the first two classes (thirteen to fifteen years of age).

c) The domestic science school. Here handicrafts in one form or another constitute the principal subjects taught, eleven hours a week being devoted to them in the first year, twelve in the second, twenty-two in the third, and twenty-six in the fourth.

In these three schools, handicrafts are separate and obligatory, but are included in examinations only at the domestic science school, where the work done is inspected and assessed by a specialist committee. At the boys' modern secondary school, the subject includes simple work related to the physics course.

Aims

The aims of handicrafts have not been officially drawn up in Geneva, but the secondary education authorities fully subscribe to the instructions issued by the Neuchâtel school authorities, which are reproduced below, and which ascribe to the subject a predominantly educational purpose.

As taught at the boys' modern secondary school, handicrafts aim at enabling a pupil to make objects of which he has himself formed an idea, giving him the elementary techniques for handling cardboard, wood and metal, developing his manual skill and liking for work well done, and revealing and confirming his propensities and abilities in regard to his future occupation.

As taught at the girls' high school and, more especially, the domestic science school, handicrafts aim at preparing the pupils for their future tasks as mistress of a household and at helping to reveal their vocational aptitude.

Syllabuses

A new handicrafts syllabus for boys is now being drawn up. It covers cardboard work, woodwork and metalwork for the first year, and metalwork, smithing, and laboratory work in physics for the second.

The girls' syllabuses give emphasis to the more specifically feminine tasks. Cutting out and making underclothes, knitting,

mending knitted articles (right and wrong sides, edges), and embroidery, are taken at the girls' high school. The same subjects are taught in a more advanced form at the domestic science school, together with cutting out and making clothes, cooking, washing and ironing, and the theory of domestic science.

Methods

The way in which handicrafts is taught being very much a question of the individual teacher's personality, the Genevese educational authorities have not issued any recommendations on method. For teaching girls to cut out clothes, the Kunzler-Bohli method of cutting is widely adopted.

An annual public exhibition takes place at the domestic science school. At the boys' modern secondary school, work is exhibited at the close of the school year for inspection by a group of specialists, and, occasionally, by parents.

Premises and Materials

All installation costs are defrayed by the canton, as also expenses of materials needed by the boys. Girls, on the other hand, are required to provide the materials needed, such as knitting wool, fabrics, and the like. Pupils keep the things they make, except when they decide, as they sometimes do, to work for charity ; every year the pupils at the domestic science school give away a part of their articles to social aid organisations.

Staff

In the lower classes of the girls' schools, day-to-day work is taught by the class mistresses. Specialised craft work, on the other hand, both in the girls' schools and the boys' modern secondary school, is given by specialist teachers.

Needlework mistresses first do a four-year apprenticeship course at the domestic science school, then two years in a trade and six months of teaching practice. They are also required to take the regular further training courses organised by the " Office fédéral de l'Industrie, des Arts et Métiers et du Travail ".

Handicrafts for boys are taught by primary teachers who have taken the courses of the Swiss handicrafts and school reform society. This society also organises annual refresher courses during the

summer vacation, and its cantonal branches, including the Genevese one, arrange short winter courses for teachers and all persons interested in handicrafts.

Miscellaneous

No modifications of handicrafts teaching are at present contemplated.

New workshops, to which certain architects and the educational authorities have given quite special attention, will be erected for the boys' modern secondary school in the course of 1950.

It is worthy of note that, apart from the school programmes, a whole series of courses are available in Geneva to young men and women wishing to take up handicrafts. Some are organised and financed by the Department of Education, others by the " Pro Juventute " society in collaboration with certain private institutions.

The Department has, in addition, set up a mobile workshop, in collaboration with, and on the initiative of the Genevese branch of the Swiss handicrafts society mentioned above. The general custom is for this workshop to settle down in one commune for a couple of years, and then to move on to another. Some rural communes, moreover, have organised craft instruction on a permanent basis, for which they receive a grant from the Department.

Noteworthy books on handicrafts include M. W. Breithaupt's " Les modèles réduits " (Neuchâtel, Delachaux) ; and L. Dunand's " La réception de la radio sur appareil à galène ", " Traitement des bois ", and " Assemblages à queues multiples " (Société suisse de travail manuel et de réforme scolaire). The " Société suisse de travail manuel et de réforme scolaire " also publishes " Le travail manuel scolaire " (a trilingual monthly), and its Genevese branch, in collaboration with the Department of Education, the " Feuillets de Travaux pratiques ".

Neuchâtel

Place of Handicrafts in the Curriculum

In the four-year classical section of lower secondary education, the age range being from twelve to fifteen, handicrafts are obligatory. Boys devote two hours a week to them, and girls one hour, in the first year, and boys and girls one hour a week in the second year. In the third and fourth years, the subject is taken only by boys not taking Greek, for one hour a week.

In the two-year modern section, on the other hand, where the age range is from fourteen to fifteen, handicrafts are optional. Boys may devote two hours a week to them, and girls one hour, in the first year, and boys and girls two hours a week in the second year.

In both sections, handicrafts are treated as a separate subject.

Aims

The purpose of handicrafts is defined in the following way by the Neuchâtel school authorities :—

" The aim of handicrafts is essentially an educational one, and any tendency to treat them as a form of vocational training is to be avoided.

" It is not a question of developing any particular abilities a pupil may have, but of contributing, through the practice of various skills, to his harmonious growth. Handicrafts satisfy an inborn need for creative activity, which, if carefully dealt with, brings to life the most varied faculties : curiosity, accurate perception, a power to reason, imagination, an awareness of beauty. A thing made is the fruit of an activity comprising all the phases of conscious creation : idea, aim, concept and plan, ways and means, execution.

" Regarded in this way, handicrafts show in a tangible way that it is necessary to think before acting, to know something of the various techniques, and, in order to reach one's goal, to put one's back into each successive part of the work."

Syllabuses

Boys and girls have different abilities, and the respective syllabuses take this fact into account. They contain numerous and very varied items, of which the teacher should make his choice according to the amount of work his pupils have already done at their various primary schools, and with due regard to the need to grade the difficulties.

For the first three years of the classical section, boys do carpentry. The first-year syllabus covers roughing out, nailed joints, use of bow-saw and file, and making cylinders, ironing-boards, work-tables, key-racks, coathangers, sink stands, workboxes and walking sticks.

The second-year syllabus includes cutting up and roughing out hardwood, screwed and dovetailed joints, and making shelves, consoles, bird cages, chopping boards, letter-racks and nailboxes.

The third-year syllabus comprises mortise and tenon and other joints; making knife-boxes, filing cabinets, book-rests, stools, trunks, ironing stands, folding-chairs, lamps, frames, chessboards and trays; and some exercises in "Swedish woodcarving" for pencil-box, fruit-tray, chandelier, inkstand.

In the fourth year boys do metalwork: wirework, filing, polishing, soldering, mounting and assembling, hammering, screw-cutting, and making chains, rulers, paper-knives, cake-trays, molds, serviette-rings, ashtrays, vases.

The girls in the classical section, on the other hand, in the first year take a) cardboard work: cutting out; making edges, corners and covers of paper and cloth; sewing an exercise book; and b) raffia work: winding and weaving, and making blotters, albums, calendars, satchels, notebooks, raffia baskets and table-mats, etc.

In their second year, girls take a) cardboard work: making boxes, and cloth corners, backs and hinges; framing; simple book-binding; painting with starch; and b) basketry: simple weaving processes, with hooped edging; making pencil-boxes, pen-trays, draught-boards, note-book covers, table-mats, baskets, etc.

Boys in the two-year modern section of lower secondary education have more or less the same handicrafts syllabus as those in the third and fourth year of the classical section.

Girls in the first year of the modern section do a) raffia work (as for girls in the first year of the classical section), and b) basketry: simple weaving, double and triple strands, edges and handles; making baskets of various types and forms.

Girls in the second year of the modern section take a) cardboard work: bookbinding, painting with starch and transparent colours; and b) leather work: cutting out, decoration and lacing; making book-covers, bookmarks, serviette-rings, purses, pocket-books, etc.

Methods

The official syllabuses contain the following detailed suggestions as to methods:—

"The course should neither be the training of apprentices, nor mere odd-jobbing; it should be systematic and rational. Before work of any kind is begun, the teacher should discuss with his pupils the precise function of the object they are going to make, and the question of form, dimensions and materials. Whenever possible, careful plans and elevations should be drawn. Pupils should be regarded as persons about to construct something intelligently and prudently. As their skill grows, they should be given increasing freedom to choose their own forms, dimensions, materials, and objects to make, the teacher becoming more and more a guide and counsellor.

"Advantage should be taken of every opportunity to teach pupils the properties and characteristics of the materials used, and to develop their taste for good material and work well done.

"As the work proceeds, the teacher should tell his pupils the name, function and proper use of each tool. He will ensure that any work proposed does not overtax the strength of the pupils, paying attention in woodwork, for example, to the hardness of the wood used, and the size and weight of the tools. He must remember that if he teaches a technique prematurely, his pupils will be discouraged, and that if he gives them work which is too easy, they will become bored and cease to persevere.

" Teaching should be varied. Teachers should avoid dwelling for too long on any given technique. Pupils must, of course, learn to use tools skilfully, but handicrafts lose all their educational value from the moment the work begins to be done mechanically and without due attention and thought."

Exhibitions are organised by the communes, and give parents an opportunity to see tangible results of their children's work at school.

Premises and Materials

There are no official regulations concerning premises and materials. The communes pay the costs of both installation and materials. Pupils incur no expenses of any kind, and they may keep the things they make.

Staff

Handicrafts teachers are responsible for other subjects as well only in some country secondary schools of the canton. The subject is taught as a rule by specialist teachers who have obtained the " Conseil d'Etat " certificate as the result of passing the examination organised by the Department of Education.

This examination covers a) general education, b) technical ability (making various objects and applying handicrafts to the various classes and sections), c) teaching ability (trial lesson in a primary or secondary class), and d) theory (method, drawing, modelling, and materials, tools and processes of handicrafts). Candidates are not required to possess the primary teacher's certificate.

Refresher courses are organised each year during the summer vacation, by the " Société suisse de travail manuel ".

Miscellaneous

A book of note is Félix Béguin's " Vie scolaire. Le Pays de Neuchâtel " (published in 1948 on the occasion of the centenary of the Republic).

Zurich

Place of Handicrafts in the Curriculum

Handicrafts, in the form of needlework, are obligatory for girls in the three classes of Zurich secondary schools, and appear in the yearly examinations.

Handicrafts for boys, on the other hand, are optional, and do not form part of the examinations. Two hours a week are devoted to them. Students who choose the subject are sometimes grouped with children from the seventh and eight primary classes, in which it is also optional (except in those towns where the municipal authority has made it obligatory).

The age range in secondary classes is from twelve to fifteen.

Aims

According to the instructions accompanying the official syllabuses, needlework (to which domestic science has recently been added) should aim, from a practical point of view, at giving girls the knowledge they require of dressmaking, knitting and mending, enabling them to make simple, useful articles, and, from an educational angle, at developing their sense of order, neatness and accuracy in work, and their awareness of a woman's role in the home.

Handicrafts for boys are expected to pursue similar educational aims, and also to complement and assist general education through providing numerous occasions for observing, drawing and measuring, and to develop manual skill through the making of various useful objects.

Syllabuses

In the girls needlework syllabus, special importance is attached to mending exercises. Dressmaking is limited to making simple underclothes. Embroidery of too minute a kind, on account of the danger it entails of eye-strain, is to be avoided. The syllabus also includes knitting and, wherever circumstances permit, practical work in the school kitchen.

The handicrafts syllabus for boys comprises modelling, woodwork, woodcarving and metalwork, and is drawn up by the local school authorities in collaboration with the teacher concerned.

Methods

Handicrafts teachers are instructed in methods during their training and further training courses. For girls, teachers are advised to begin with a short, clear and reasoned description and demonstration of what has to be done, so that the pupils may work responsibly and consciously, and finally independently, and never mechanically. Teachers find time to pay more attention to the less gifted pupils by giving the more gifted ones extra work, which they can do without overmuch assistance.

With boys, the teacher generally first discusses the object to be made and the execution of it. Then he demonstrates the first step which a boy of average ability then tries to repeat before the class. His effort is criticised by his comrades, after which each boy sets to work, under the supervision of the teacher. The second step in making the object is treated in similar fashion, and so on.

Emphasis is laid on the need to avoid any work, whether with boys or girls, leading to excessive eye-strain.

Each school arranges an exhibition at the close of the school year, in order to show parents and pupils the work that has been accomplished.

Premises and Materials

Instructions concerning school buildings, including handicrafts premises, have been drawn up by the cantonal buildings department, and approved by the Department of Education.

The costs of installing handicrafts premises are defrayed by the commune, which receives a grant from the canton for the purpose.

The needlework room in a school must be able to accommodate sixteen girls and measure not less than 9 m. 50 × 6 m. 60. A worktable measuring 1 m. 20 × 60 cm. must be provided for each pair of pupils, and a sewing machine and a big extending table (for cutting out) measuring 2 m. × 85 cm., for each group of five pupils. A sufficient number of cupboards 60 cm. deep must be arranged along one of the walls, and quite special attention must be paid to lighting.

The handicrafts workshop for boys must be provided with a blackboard 3 m. long, cupboards or shelves for completed work, running water, a notice-board, and a storeroom for materials. If the craft in question is woodwork, a bench must be provided for every two boys, an electric heater for glue, and a grindstone (power-driven if possible); the workshop must be able to accommodate sixteen boys and measure not less than 10 m. × 6 m. 60. For metalwork, on the other hand, the workshop must accommodate the same number of pupils, and measure not less than 8 m. 50 × 6 m. 60; benches must be at least 60 cm. wide, and provided with vices (one per pupil) fixed not less than 1 m. apart.

In some communes, pupils are asked to make a small contribution towards the costs of materials. Things made may be used in the school garden, kitchen, workshop or science laboratory, but are generally kept by the pupils or offered by them to some aid organisation, as for example the Pestalozzi Village.

Staff

Needlework is taught by specialist mistresses, who are not responsible for other subjects. Handicrafts for boys are taught by primary or secondary teachers who have taken one of the yearly training courses organised by the Zurich and the Swiss handicrafts and school reform society.

For many years the Zurich handicrafts society has endeavoured to assist teachers by publishing drawings with working instructions, and numerous suggestions for varying the handicrafts programme.

Apart from the courses organised by the two societies, special courses directed by craftsmen or other specialists are organised by various smaller groupings. The number of such courses is steadily increasing.

Miscellaneous

The importance of handicrafts is constantly being confirmed. The cantonal authorities are at present studying a draft education act (" Projet 1946 "), by which handicrafts would be given a still larger place in the schools, and made obligatory for boys, as is already the case for girls. A special secondary section, to be called *Werkschule*, would also be set up by this new act, in which handicrafts would be the main subject; for some years experimental classes have been conducted with this project in view, and the results are conclusive.

The " Société suisse de Travail manuel et de Réforme scolaire " has a library (address: Schulwarte, Bern) containing works on the history, techniques and general aspects of handicrafts teaching, and numerous handicrafts periodicals. The latest catalogue of the library is the " Catalogue de la Bibliothèque de la Société suisse de Travail manuel 1949 ".

SYRIA

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts, properly speaking, are not included in the secondary curriculum in Syria.

Girls of eleven to fourteen years of age, in the first three classes, take needlework and domestic science for two hours a week, and for one hour a week in the fourth class. The subject is a separate and compulsory one, and pupils are examined in it.

Aims

Instruction in needlework and domestic science is expected to prepare girls for their future tasks in the home.

Syllabuses

The syllabus covers knitting, embroidery, sewing, dressmaking, mending, and various activities concerning the upkeep and decoration of a household.

Methods

There are no official instructions on methods. All work done should be of a practical kind, and should be preceded by lessons on theory and the making of plans and sketches.

Premises and Materials

The state pays all installation costs and buys machinery and tools in common use, but the girls themselves provide the materials necessary for making clothes or other articles, and these things remain their own property.

Staff

Needlework and domestic science mistresses are selected from among primary school mistresses who have aptitude and ability for the subject. They often have other subjects to teach as well. There are no special training or further training schools or courses in the subject.

THAILAND

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

Handicrafts are taught in Thailand as an obligatory subject in all six classes of the secondary school, the age range being from eleven to sixteen. An examination is set in them at the close of each school year. Two teaching periods of one hour each are devoted to them per week. They form a quite separate subject, but one which may be correlated with drawing, and which, so far as needlework for girls is concerned, may offer a field of application for drawing.

Syllabuses

Boys may choose up to three of the following crafts :—bamboo work, passe-partout, clay-modelling, carpentry and gardening.

Girls take knitting, embroidery, crochet and tatting, flower design and decoration, work with banana leaves, and candle-making.

Methods

No official instructions have been issued on methods.

Schools usually have an annual handicrafts exhibition coinciding with their annual celebration before closing down for the long vacation. The Ministry of Education also organises an annual fair of school exhibits, prizes being given for the best items in each craft, in order to encourage good work and to make known to the public what is being achieved in the schools.

Premises and Materials

Costs of installation and equipment are paid by the individual schools—in the case of government schools, out of funds allotted

to them by the government. The pupils themselves provide the materials they need.

Things made may be kept as models by the schools, returned to the pupils, or sold at the annual exhibition, the proceeds then going to the pupils.

Staff

Handicrafts are taught by specialist teachers who are graduates of arts and crafts, home economics or similar schools. Refresher courses are organised from time to time.

Miscellaneous

Small modifications of syllabus are made as and when the need arises, in the light of local needs ; no major changes are contemplated at the present time. Local resources are made use of as far as possible in handicrafts, and the subject is intended to be a practical one.

TURKEY

From the reply sent by the Ministry of National Education

Place of Handicrafts in the Curriculum

Handicrafts are a compulsory subject in Turkey in the first three classes of the secondary school. Two hours a week as a rule, for preference in the afternoon, are devoted to it, or more if the school director considers it advisable.

The subject is an auxiliary part of the practical training given to boys, and of domestic science for girls.

Aims

The aims of teaching handicrafts are given in official instructions. The subject should have both educational and practical value. It should thus, on the one hand, train a child to respect and like work and to be persevering and methodical, make him responsible, co-operative and desirous of improving his surroundings, and give him a constructive outlook. It should, on the other hand, have practical results in the form of manual skill, ability to use common tools, a developed aesthetic sense, and the revealing of vocationally valuable abilities.

Syllabus

In addition to making apparatus for use in other lessons, the handicrafts syllabus for boys includes cardboard work, woodwork, metalwork, modelling, drawing, weaving and plaiting.

Girls take needlework and knitting (covering mending, and making lingerie and children's clothes), household tasks (including upkeep of clothes and the home), and some lessons in child care.

Certain tasks being of interest to all members of a household, boys occasionally take part in the work the girls are doing, and the girls for their part find much of use to a good housekeeper in the boys' activities.

Premises and Materials

The government pays all costs of installation, and for materials too, although students sometimes contribute to the costs of the latter. Students keep the things they have made, if they are of use in their homes ; things needed at school are kept by the school.

Staff

Handicrafts teachers have the diploma of the upper-primary normal school, in which handicrafts form an ancillary subject.

UNION OF SOUTH AFRICA

From the reply sent by the National Bureau of Educational and Social Research, Union Department of Education

Cape Province

Place of Handicrafts in the Curriculum

Handicrafts are optional in the secondary schools of Cape Province. In the two " Junior Certificate " classes, a pupil spends one and a half hours a week on them if he has chosen them as minor subject, and three hours a week if he has chosen them as major subject. In the next two classes, the " Senior Certificate " classes, he devotes two periods a week to them, making a total of three and half hours.

The age range of the pupils is from eleven to nineteen. The subject may be offered as an option in either of the certificate examinations.

Aims

The fact that handicrafts are optional gives pupils the possibility of choosing practical activities conforming to their special inclinations. The aims of the subject are not vocational in the narrow sense, and may be described as artistic and cultural, and designed to aid a child's all-round development. To some extent, of course, the subject is a utilitarian one, this being regarded as an essential element in the general system of education.

Syllabuses

In the two " Junior Certificate " classes, boys do only woodwork. The syllabus for handicrafts as a major subject is naturally fuller than that for handicrafts as a minor subject, but in other respects they are broadly similar, and both cover practical work, theory and drawing.

The syllabus of handicrafts as minor subject in these two years covers the making of objects involving various kinds of joints,

and the use of the common bench tools and of rip saw, bow saw, spokeshave and gouge. The syllabus of handicrafts as major subject includes the making of objects involving a whole series of basic exercises on the use of tools and on the various types of joints, such objects being, however, of real use in themselves ; numerous objects are suggested in each of the following categories : a) small articles of furniture ; b) models of parts of buildings ; c) apparatus for farm use (trestles, tables for sorting fruit, beehives, etc.) ; d) science apparatus.

Pupils who, after taking the " Junior Certificate ", go on to study for the " Senior Certificate ", follow a course which the instructor is required to have drawn up and submitted for approval to the Department of Education, and which must cover woodwork or metalwork, or a composite course of both.

A wealth of suggestions are given in the official syllabuses for both the " Junior Certificate " and the " Senior Certificate " classes.

Girls at these levels take needlework (cutting, fitting and making clothes).

Methods

The actual method of instruction is left to the teacher, his work being supervised by a specialist inspector. All schools may compete at the " Eisteddfod " held annually in Cape Town, and some schools hold interschool competitive exhibitions.

Premises and Materials

As in all provinces of the Union, there are official instructions concerning premises and materials. The provincial authorities pay all installation costs. The Education Department supplies timber on a basis of ten square feet, and for metalwork makes a grant of 12s. 6d., per pupil per annum. Any requirements in excess of these bases of supply the boys have to purchase at their own expense. Materials such as drawing paper, nails, screws and glue are supplied free. As to the girls, most of the garments they make in the needlework classes being for their own use, they have to supply the materials required, such items as needles and cotton, however, being supplied free by the Department.

Pupils keep the things they have made.

Staff

Handicrafts teachers in the Cape are first required to complete a two-year general training course. Men must then take a one-year

specialist course in woodwork and metalwork, and women a similar course in needlework. Refresher and further training courses are organised as in other provinces.

Miscellaneous

Modifications are contemplated in the handicrafts syllabuses, but it is not possible at this stage to forecast what direction such changes will ultimately take.

Natal

Place of Handicrafts in the Curriculum

Handicrafts are taught at secondary level in Natal, as an optional subject, from the sixth to the tenth class, the age range of the pupils being from twelve to eighteen. One and a half to two hours a week, in one uninterrupted period, is devoted to the subject.

Woodwork and metalwork are correlated with mechanical drawing, where the latter is an examination subject.

Aims

The aims of handicrafts have not been the subject of official instructions, but the Report of the Provincial Education Committee 1946, in supporting the introduction of handicrafts into secondary schools, states: " It would be a mistake to overlook the invaluable role played by the crafts in the development of the human race. Quite apart from all benefits of a utilitarian nature, the joint exercise of mind and body, and the interest displayed by all young people make it very desirable that every curriculum should include opportunities in some form of handicraft." Those crafts should be chosen, the report continues later, which best contribute to a pupil's development by stimulating his power to create and preparing him for practical life.

Syllabuses

In regard to syllabuses, the same report states that " To boys such activities as school woodwork or metalwork will be most easily available, while with girls homecrafts will probably claim

first place. In addition to these, such crafts as lettering, simple bookbinding, textile crafts of spinning, weaving and fabric designing, modelling, lino-cutting and fabric printing might be offered."

Methods

No particular method of teaching handicrafts is prescribed by the school authorities. The subject is nevertheless generally taught in harmony with the spirit of a reform seeking to release schools from traditional methods.

As in other provinces, exhibitions are organised periodically to stimulate the interest of teachers and pupils, and to show parents and public what is being done for children's practical education.

Premises and Materials

In accordance with official instructions, the provincial authorities defray all installation costs, and pupils the costs of materials.

Staff

Handicrafts teachers are usually either ordinary craftsmen or trained manual teachers.

Miscellaneous

The recommendations and suggestions contained in the report mentioned above (commonly referred to as the " Wilks Report ") are already being put into effect, and the importance of handicrafts will therefore steadily increase.

Apart from the schools, much work has been done in Natal in leisure-time " Hobby Clubs ".

Orange Free State

Place of Handicrafts in the Curriculum

Handicrafts at secondary level in the Orange Free State constitute an optional, separate subject from the eighth to the tenth standard, the age range being from fourteen to eighteen. They may be offered

at the " Junior Certificate " and " Senior Certificate " examinations. Two and a half to three hours a week—including one uninterrupted period of an hour and a half for technical drawing and theory—are devoted to the subject.

Aims

The aims of handicrafts have not been officially defined, but in practice they are taught as an educational subject and, through the inclusion of such crafts as woodwork and needlework, to make the secondary course more practical.

Syllabuses

Boys preparing for the " Junior Certificate " examination may offer woodwork, for which the syllabus covers a) practice (pieces of furniture of moderate dimensions, e.g., coffee tables, tea trays and bedsides cabinets, involving housing, mortise and tenon, and dovetail joints), b) drawing (orthographic, oblique and isometric projection, and design), and c) theory (tools, timbers, materials, processes of construction).

Boys offering woodwork for the " Senior Certificate " examination have a similar but more advanced syllabus.

The girls' syllabus covers only needlework.

Methods

No official instructions or suggestions are issued to teachers concerning the methods to be used in the teaching of handicrafts. Students studying at the Faculty of Education, of the University College of the Orange Free State, however, receive instruction in methods. Woodwork and needlework organisers also give demonstrations to teachers and pupils during their visits to schools.

It is considered advisable to demonstrate the basic processes to pupils. Instruction cards are issued to them, illustrating the various elevations, plans, sections, joints, and so on, of the articles to be made. Pupils should be encouraged to design and to work independently, and only be assisted where absolutely necessary.

Exhibitions are held, as in all provinces of the Union. Competitions are organised periodically; the aim is purely educational, and to stimulate such qualities as accuracy, neatness and originality.

Premises and Materials

There are official instructions covering handicrafts premises and materials. Installation costs are defrayed by the provincial author-

ities. For materials, each school receives an annual grant from the Department of Education, on a *per capita* basis. Pupils contribute indirectly to the expenses by buying the articles they make.

Staff

Handicrafts in the Orange Free State, as elsewhere in the Union, are usually taught by specialist teachers. Their training consists of taking the "Primary Teachers' Certificate", and then a one-year special course in woodwork or needlework.

Miscellaneous

Most students at secondary level show great interest in handicrafts.

Modifications in the subject will probably be made when a commission appointed by the Administrator to investigate the different subjects has reported.

Transvaal

Place of Handicrafts in the Curriculum

In the Transvaal, handicrafts are compulsory at secondary level up to standard VIII, one and a half to three hours a week being devoted to them, and optional in standards IX and X, two two-hour lessons a week being devoted to them. The age range of children in these classes is from twelve to eighteen years of age.

The subject is a separate one, but is correlated as far as is practicable with other subjects, art in particular. It forms part of the yearly and "Junior Certificate" examinations, and also of the "Senior Certificate" examination, if chosen as option.

Aims

Transvaal is the only province in the Union to have defined the aims of handicrafts. The subject is expected, "not to turn out artists or craftsmen, but to give all children an opportunity to express themselves creatively, and by guidance to encourage the development of good taste." Other subjects (history, language,

geography, health teaching, nature study) should provide a wealth of ideas for handicrafts, and will themselves benefit in turn, "since it is generally agreed that learning by doing as a method, is an improvement on conning by rote as a method".

Such suggestions attempt to cater for both boys and girls, and it is felt that differences between the type of work done by each sex should not be extreme.

Syllabuses

The handicrafts syllabus for boys preparing for the "Junior Certificate" includes woodwork and metalwork, practical and theoretical, and mechanical drawing. In standards VI and VII practical work consists mainly of a series of carefully graded exercises; woodwork covers measuring, sawing, planing, chiselling, gouging, jointing, turning, painting and applied decoration (matting and pokerwork); metalwork covers drilling, cold bending and shaping, cutting (hack-saw, hammer and chisels, shears), threading, riveting, forgework (heating, flattening, drawing out, jumping up, bending to any angle and curve, twisting, cooling and welding, elements of fusion welding). In standard VIII the average pupil should be able to work semi-independently and to make a series of useful objects chosen from a list offered him by the teacher, and involving the use, not only of the basic techniques already learnt, but also of certain new and more advanced ones, such as more complex types of turning and forging.

Boys who opt for handicrafts in standards IX and X have the choice of either woodwork or metalwork, the syllabus and examination requirements being naturally higher.

The girls' handicrafts syllabus for standard VI covers needlework, and elementary cooking (including raising agents and making bread, scones and cakes), and for standards VII and VIII, kitchen, pantry and foodstore management, preparing and serving meals, preserving, laundry work, care of linen and clothes, upkeep and decoration of the home, dressmaking. As for the boys, each item in the syllabus is dealt with theoretically and practically. Girls learn, for example, in connection with domestic science, the sources and nutritive and calorific value of foodstuffs, and something of household accounts.

In standards IX and X, girls follow a similiar syllabus to that of the two preceding years, but at a more advanced level.

Methods

No one method is specially recommended. It is suggested in the syllabuses issued by the Department of Education that the

teaching of arts and crafts should start from the idea that neither can fulfil its function without the other; while the aim is to create things of beauty and use, it must nevertheless be borne in mind that the power to express oneself in any medium demands adequate technique.

Design, composition, and a sense for form and colour are inseparable from practical work, which in turn should be regarded, not as a mere exercise, but as an integral part of the thing to be made.

So far as actual techniques are concerned, the syllabuses refer to the standard textbooks and instructions.

As in other provinces of the Union, exhibitions are organised to encourage a high standard among the pupils, and to show parents and public what work is being done.

Premises and Materials

Official regulations exist in relation to premises and materials. Costs of installation and materials are defrayed by the provincial administration. Pupils are not required to contribute, although they furnish their own materials if they wish. Things made are sold at a nominal price to the pupils or the public.

Staff

University courses are organised as the need arises to train specialist handicrafts teachers. Their examination syllabus includes English and Afrikaans (with special emphasis on their use as media for handicrafts), practical tests (woodwork, metalwork, cardboard work and bookbinding, art metalwork, woodcarving, leathercraft, arts and crafts, and blackboard work), theory and organisation of handicrafts teaching, teaching practice, and certain additional approved subjects. A revision of this syllabus is now being considered.

Refresher courses, as elsewhere in the Union, are organised from time to time.

No modifications of the teaching of handicrafts are likely in the near future, except such as result from the reorganisation of schools now being studied.

Books of note include Uys's "History of Manual Training in the Cape Province", F. J. Weideman's "Rommelwerk" (dealing with the teaching of handicrafts to backward children), van Reenen's "Tekene" (mechanical drawing), Olivier's "Velwerk", W. L. Meyer's "Houtwerk" (woodwork), and C. M. B. Tinling's "Needlework for Secondary and High Schools".

UNITED KINGDOM

England and Wales

From the reply sent by the Ministry of Education

Place of Handicrafts in the Curriculum

The most important of the handicrafts taught in English and Welsh secondary schools are woodwork, metalwork and needlework. There is much variety from school to school in the treatment of the subject, but some uniformity is discernable.

The subject is given in all classes of secondary modern schools, the children being from eleven to fifteen years of age. It is obligatory, and is included in examinations. Two hours or half a day a week are devoted to it.

In secondary grammar schools, on the other hand, handicrafts are obligatory only in the first two or three classes, the children there being from eleven to fourteen years of age, and from the 4th class onwards becomes an option that may be offered in the School Certificate Examination taken at about the age of sixteen. At the lower of these two levels, two periods together, making about an hour and a half, are usually devoted to the subject per week, and at the higher level three periods together, or two periods and one period, making in all roughly two and a quarter hours.

Handicrafts constitute a separate subject in both secondary grammar and secondary modern schools, but teachers are encouraged to integrate the work with that of other subjects, especially in the case of art, and of domestic science for the girls, and with the children's general activities and interests.

Aims

The aims of teaching handicrafts are given by the school authorities only in very general terms. They may be summed up as being a) to develop the mind through the use of the hands, b) to give first-hand acquaintance with traditional crafts and skills, c) to provide experience of the discipline imposed by intractable materials and the use of tools, d) to provide opportunity for achievement, e) to develop standards of taste in making beautiful things, f) to stimulate imagination and g) to discover interest and vocation.

Syllabuses

There are no set handicrafts syllabuses, but the following gives a fair idea of the work done in the various schools :—

a) Woodwork. Furniture, toys, things for home and garden, model aeroplanes and ships.

b) Metalwork. General bench and forge work, machine work (as for model engineering), and art work in copper.

c) Needlework. A knowledge of the tools and materials required for making garments and household articles.

Bookbinding, making letters for printing, printing on textiles, pottery and plastics may also be included in the secondary handicrafts programmes.

Boys do woodwork and metalwork, girls needlework. Occasionally girls are interested in woodwork and metalwork, but their work in them is in any case limited to making household articles.

Methods

There are no official instructions as regards methods, and those in use vary considerably from one teacher to another. Teaching is now much more individual than it used to be, though there are still occasions when class or group teaching are found useful.

As far as woodwork and metalwork are concerned, teaching in the earlier stages is mainly by demonstration augmented by the use of instruction charts describing and illustrating tool manipulation, the shaping of wood and metal, and the construction of joints. The boys are encouraged, however, to think things out for themselves, and as the course progresses they are expected more and more to plan their own work and use books, turning to the teacher for advice when necessary.

Exhibitions are rarely held in a competitive spirit, and are usually confined to " open days " when parents are invited to visit the school and see both the work in progress and what has been done during the year. On the occasion of, for instance, an " education week ", all the schools of a town may combine to stage a large exhibition, but exhibits are then usually anonymous.

Premises and Materials

Only in respect of minimum workshop dimensions are official rulings in any way detailed.

The costs of installation are paid by the Local Education Authorities. Pupils pay the cost price of the materials used in articles

which they take away, suitable adjustments being made in the case of children who cannot afford to pay.

Articles made generally remain the property of the maker, except in the case of things of use to the school, such as gardening implements or apparatus for other subjects.

Staff

Handicrafts are usually taught by specialist teachers, especially if the school is one of any size.

Students in training colleges can take handicrafts as their special subject, and if successful rank as general teachers with a special subject.

Men, on the other hand, who have learned a trade, e.g., carpenters, cabinet-makers or engineers, can take the special "Handicraft Teachers' Examination" in woodwork or metalwork, conducted by the City and Guilds of London Institute. This examination includes academic subjects (English, mathematics and science) and a paper on teaching principles, in addition to practical tests in woodwork or metalwork, drawing and the technology of tools and materials; a pass in it confers the rank of qualified teacher.

The Ministry, the Institute and College of Handicraft (a professional association of handicrafts teachers), and the Educational Development Association conduct refresher courses each year. The Local Education Authorities organise short local courses.

Miscellaneous

Future developments in the teaching of handicrafts in England and Wales are likely to be along the lines of greater differentiation in the types of work done, in order more adequately to meet the needs of children of different aptitudes and abilities, of relating the work more closely to children's individual interests, and of integrating the subject with other parts of the curriculum.

URUGUAY

From the reply sent by the Ministry of Education

The information regarding handicrafts, contained in the reply received from the Uruguayan Ministry of Education, concerns only the primary school. The subject is there taught to both boys and girls, up to the age of fourteen, and covers folding, plaiting, modelling, simple metalwork, basketry, cardboard work, bookbinding and bookmaking.

YUGOSLAVIA

From the reply sent by the Ministry of Science and Culture

At secondary and all other levels in Yugoslavia, practical work forms one of the main bases of socialist education. In collaboration with an organisation called " The People's Skill ", workshops have been set up, where pupils are given technical instruction outside school hours.

These workshops are maintained mainly by the trade unions, the popular front and the school authorities.

Handicrafts are taught as a separate subject, only in primary and normal schools.

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